

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care

Specification

BTEC Specialist qualification
For first teaching January 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This specification was previously known as:

Edexcel BTEC Level 3 Diploma in Knowledge of Custodial Care

The QN remains the same.

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Summary of Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	15-125
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care 600/0379/0

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being part of Apprenticeships.

Welcome to the BTEC Level 3 Diploma in Knowledge of Custodial Care

Focusing on the BTEC Level 3 Diploma in Knowledge of Custodial Care

This qualification is intended to develop learners' knowledge and understanding of custodial care, for those intending to work or already working in custodial care settings, for example the prison service. Learners who have undertaken Level 2 NVQ in Custodial Care may be interested in taking this qualification. This qualification is the technical certificate component of the Level 3 Advanced Apprenticeship in Custodial Care.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Sector Skills Council, Skills for Justice.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care

The Pearson BTEC Level 3 in Diploma in Knowledge of Custodial Care has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- provide learners with the knowledge and understanding necessary to work in custodial care, including current and relevant legislative and organisational requirements and working practices, including Prison Service Orders and Prison Service Instructions
- achieve a nationally recognised Level 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- gain the technical certificate component of the Advanced Apprenticeship in Custodial Care.

National Occupational Standards

Where relevant, Pearson BTEC Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 3 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe B*.

The Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care relates to the Custodial Care NOS.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson BTEC Level 3 qualifications

When combining units for the Pearson BTEC Level 3 in Knowledge of Custodial Care, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Mandatory credit: 27.
- 3 Optional credit: minimum of 10.
- 4 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care

The Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care is a 37-credit and 224 guided learning hour (GLH) qualification that consists of 7 mandatory units **plus** optional units that provide for a combined minimum total of 37 credits.

The Total Qualification Time (TQT) for this qualification is 370.

Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care			
Unit	Mandatory units	Credit	Level
1	Understanding Interpersonal Skills in Custodial Environments	7	4
2	Understanding Operating Safely in Custodial Environments	4	3
3	Understanding Operating Securely in Custodial Environments	4	3
4	Understanding Health and Safety in Custodial Environments	3	3
5	Understanding Organisational, Legal and Moral Responsibility to Those in Custody	4	3
6	Understanding Recording and Reporting in Custodial Environments	2	2
7	Understanding Safer Custody	3	3
Unit	Optional units - group 1 (choose at least one unit)		
8	Understanding Use of Force in Custodial Environments	6	3
9	Understanding Searching in Custodial Environments	4	3
Unit	Optional units - group 2 (choose at least one unit)		
10	Understanding Escorting in Custodial Environments	2	3
11	Understanding Offending Behaviour	2	3
12	Understanding how to Manage People in Custody with Dependencies and Addictions	3	3
13	Understanding Working within a Court Environment	2	3
14	Understanding the Use of Radio Equipment in Custodial Environments	2	2
15	Understanding the Use of IT in Custodial Environments	1	2

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson-recognised centre and must have approval for its qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 3 Diploma in Knowledge of Custodial Care is accredited for learners aged 18 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for Pearson BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit code

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Links* – sets out the links between units. Provides opportunities for integrated learning, delivery and assessment. Any links to National Occupational Standards will be highlighted here.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource materials that benchmarks the level of study.

Units

Unit 1: Understanding Interpersonal Skills in Custodial Environments	15
Unit 2: Understanding Operating Safely in Custodial Environments	23
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Unit 1: Understanding Interpersonal Skills in Custodial Environments

Unit reference number: L/601/5808

Level: 4

Credit value: 7

Guided learning hours: 60

Unit aim

This unit is about how learners interact with other individuals and groups. Learners should know how their behaviours can impact on others and understand the principles of using behaviour to communicate effectively.

Unit introduction

This unit develops learners' knowledge and understanding of the use and impact of interpersonal skills within custodial environments.

It is imperative that staff within custodial care environments have a high level of interpersonal skills: their job can be demanding, intense, whilst very rewarding. Staff must be able to maintain professionalism and fairness at all times. If staff are confident and assertive in their approach, they will find that conflict is limited and they are able to deal with volatile situations as they arise.

Staff must be familiar with and understand the different groups they may come across within custodial care environments (religious, cultural). They must be sensitive to the needs of those around them, whilst not compromising security of the environment.

Staff must know and understand how behaviour, communication and interpersonal skills affect an individual's expectation. They must be aware of barriers that may interfere with communication, such as language barriers or confidence levels, and they must also be aware how their non-verbal behaviour is interpreted during communication.

There are policies in place to ensure correct procedures are followed and to ensure conflict is kept to a minimum, staff must make themselves aware of these policies and procedures.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the principles which impact on individual and group needs	1.1 identify the differences in working in a custodial role with a range of individuals and groups 1.2 explain what is meant by individual and group needs and how these are formed 1.3 describe how to balance the needs of individuals and groups with the policies and procedures of the organisation
2 Know and understand how behaviour, communication and interpersonal skills affect individuals' expectations	2.1 describe how your behaviour affects the expectations of individuals and groups 2.2 identify different types of non-verbal communication and their impact 2.3 explain the interpersonal skills which can be used to achieve a range of expectations 2.4 identify possible barriers to effective communication and how these can be overcome
3 Know and understand organisational policies and procedures for dealing with conflict	3.1 identify how behaviour prevents conflict with individuals and groups 3.2 describe techniques for dealing with conflict 3.3 describe the factors that need to be considered when finding a solution to conflict 3.4 identify solutions to conflicts and complaints 3.5 describe how the use of record-keeping systems help manage and support the conflict process

Unit content

1 **Know and understand the principles which impact on individual and group needs**

Differences in working in a custodial role: cultural; social, eg rank/hierarchy within the workplace; religious

Individuals and groups: prisoners; visitors; colleagues, eg governors/directors, senior staff

Individual and group needs: individual needs (personalised, what each person requires); group needs (resulting from belonging to a particular demographic/social/religious group); how needs are formed, eg Maslow's hierarchy of needs

Ways of balancing needs of individuals and groups with policies and procedures of organisation: considering different viewpoints; holding meetings and forums; recognising and respecting people's needs, eg even when need cannot be met; communicating effectively with others, eg to convey another perspective, explain policies/procedures

2 **Know and understand how behaviour, communication and interpersonal skills affect individuals' expectations**

Ways behaviour affects expectations of individuals and groups: positive behaviour raises expectations, eg builds trust, promotes good relationships, instils confidence in others; negative behaviour lowers expectations, eg promotes distrust, increases hostility from others

Types of non-verbal communication and their impact: body language, eg facial expressions, posture, mannerisms, eye contact, observation; impact of non-verbal communication (positive, negative)

Interpersonal skills: interpersonal skills, eg active listening, asking for help, communicating effectively, considering the needs of others, assertive behaviour

Possible barriers to effective communication and how they can be overcome: barriers, eg language and speech impediments, noise, perception and prejudice, hearing impairment, foreign language speaker, ADHD, too many people speaking at once, peer pressure; ways of overcoming barriers, eg use of translator, use of visual/speech aids, moving the exchange to another environment, avoiding unnecessary audiences, communicating at level of other individual

3 **Know and understand organisational policies and procedures for dealing with conflict**

Ways behaviour prevents conflict: instils confidence and sense of security in others; calms others down; maintains sense of order

Conflict: physical fights; confrontations; arguments; use of threats

Techniques for dealing with conflict: techniques, eg appearing confident and in control of situation, creating space, adopting a calm manner and non-threatening posture, speaking slowly and clearly, using a lowered voice, avoiding arguing/staring/sudden movements, listening to others, calming prisoner before attempting to solve the problem, reasoning

Factors to consider when finding a solution to conflict: environment, eg location, noise/distractions; form of communication and behaviour, eg body language; third parties, eg observers, mediators; needs of those involved; organisational policies and procedures

Solutions to conflicts and complaints: compromise (balancing needs with adherence to policies and procedures); active listening, eg recognising needs; effective communication, eg explaining policies/procedures; recording and reporting conflicts and complaints

Ways record-keeping systems help manage and support the conflict process: auditory purposes; provide evidence in event of legal dispute; provide case history; help monitor follow-up and ongoing conflicts

Essential guidance for tutors

Delivery

Within the custodial care setting, learners will be working with a variety of individuals and groups. It is important that learners are aware of the differences in working with a range of individuals and groups, as this will affect how they communicate and interact with them. The custodial care setting can provide support for individuals who have problems communicating or developing relationships with others.

For learning outcome 1, learners should be made aware of the range of individuals and groups within their own organisation and the different ways of working with them. It is essential that learners are made aware of any support groups and relevant policies, for example race and diversity, to ensure offence is not caused to either the person they are speaking to or other people who may be nearby. This could have potential negative repercussions.

A stimulating method of delivery could involve the use of role play, for example within a Job Simulation Assessment Centre (JSAC), where learners are encouraged to respond appropriately to inappropriate comments/behaviour from different types of individuals and groups.

It is important that learners are aware of the differences between communicating and interacting with fellow staff and not just with prisoners, adhering to rank protocols to maintain the sense of order within the establishment.

Learners need to be introduced to individual and group needs. A suggested form of delivery is a class or group discussion about the different individual and group needs and how they are formed within the custodial care environment. This will enable learners to resolve situations more quickly and effectively within the custodial care environment.

It is important that learners are familiar with how to balance the needs of individuals and groups with their organisation's policies and procedures. Use of role play and simulation would enable learners to apply their understanding in practical settings. An example of role play is learners performing a rub-down search of visitors wearing religious headgear, or learners balancing people's desire/need for information and the Freedom of Information Act with security and implications of the Data Protection Act.

For learning outcome 2, tutors need to reinforce how communication, both verbal and non-verbal, is a two-way process. Custodial care staff's behaviour can affect the expectations of individuals and groups, both positively and negatively. Role play and use of simulation can illustrate the ways that behaviour can affect the expectations of individuals and groups. Guest speakers from the custodial care sector could discuss their personal experiences of how their behaviour has affected others.

Tutors should introduce learners to the different forms of non-verbal communication and their impact, for example exaggerated hand movements or invading someone's personal space may aggravate a situation.

Learners also need to be aware of the different interpersonal skills, as well as the barriers to effective communication and how they can be overcome. Learners could research in groups, possible types of barriers, for example physical, environmental, personal, and explore their impact. This could be facilitated with reference to Prison Service Order 1700 on management of segregation units and management of prisoners under rule 45. When referring to Prison Service Orders (PSOs) and Prison Service Instructions (PSIs), it is vital to explain the purpose of PSOs/PSIs in custodial care. It is imperative that learners appreciate that whilst they cannot always overcome barriers, they can minimise their effects. One of the key ways of achieving this effective communication conducted at the level of the other person.

Learning outcome 3 builds on what learners have covered regarding communication and interpersonal skills, this time in relation to dealing with conflict. Tutors need to ensure that learners are aware of how behaviour can prevent conflict within the custodial care environment, for example approachability of staff, instilling confidence, creating a sense of order and safety/security. Learners should be introduced to the techniques for dealing with conflict, such as appearing calm and in control of the situation. This could be delivered through the use of role play, or guest speakers with expertise in conflict management could help to deliver the learning outcome so that learners have an informed awareness of different perspectives or approaches to conflict resolution.

It is essential that learners are taught the factors to consider when finding a solution to conflict, such as the environment in which the conflict is occurring. Learners could thought shower potential factors and solutions, supported by the tutor. There could be a group discussion to explore the use of record-keeping systems and the importance of keeping records, drawing on any experiences of the group.

It is recommended that this unit is delivered as practical in a way as possible. This will stimulate and engage learners, give them the opportunity to witness first-hand the effects of interpersonal skills and give them opportunities to develop their own interpersonal skills which will serve them in employment within the custodial care sector.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of interpersonal skills in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all of them. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to meet all the assessment criteria.

Learners could create an induction booklet for new starters about the use of interpersonal skills in custodial environments, relating it to their organisation's guidelines. This induction booklet could cover all the assessment criteria.

Alternatively, learners could, having demonstrated interpersonal skills in their custodial care setting, write a reflective account, covering all the assessment criteria. For example, this could include use of case studies and examples to describe how to balance the needs of individuals and groups with the policies and procedures of the organisation. Learners could also describe how their behaviour affects the expectations of individuals and groups. It would be possible for learners to cite actual examples to meet assessment criteria in learning outcomes 1 and 2 (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4).

Learners could then draw on personal experiences to meet the assessment criteria for learning outcome 3 (3.1, 3.2, 3.3, 3.4, 3.5), in their reflective account. Learners who do not have much first-hand experience of conflict resolution could conduct research instead, presenting their findings as a written report or presentation (eg PowerPoint, delivered orally).

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Offending Behaviour
- Level 3 – Understanding Operating Safely in Custodial Environments
- Level 3 – Understanding Use of Force in Custodial Environments.

This unit also links with the National Occupational Standards (NOS) in AB1: Communicate effectively with people.

Indicative resource materials

Journals

Prison Service Journal (HM Prison Service)

Websites

www.hmprisonservice.gov.uk

HM Prison Service (HMPS)

www.skillsforjustice.com

Skills for Justice

interpersonalskills.org/

Interpersonal Skills

Unit 2: Understanding Operating Safely in Custodial Environments

Unit reference number: R/601/5812

Level: 3

Credit value: 4

Guided learning hours: 12

Unit aim

This unit is about the principles and practices behind creating and maintaining a safe operating environment. Learners should know what the potential risks are to safety and how to reduce/eliminate them.

Unit introduction

By completing this unit, learners will develop knowledge and understanding of the principles and practices supporting the creation of a safe operating environment for custodial contexts. Learners will explore potential risks to safety and how they can be reduced.

Learners will examine the relevant legal and organisational requirements and procedures for operating safely.

Learners will develop an awareness of manipulation and conditioning and the impact of that behaviour on the custodial environment. They will learn about the processes of manipulation and conditioning in custodial environments and the situations and contexts where they can occur. Learners will also learn about the methods used by those seeking to condition others (both staff and other prisoners) in the custodial environment.

Finally, learners studying this unit will explore the issues of potential staff corruption and the implications of corrupt behaviour in the custodial environment. Learners will look at organisational policies, codes of practice and procedures in relation to the prevention of corruption. They will examine what corruption is and the context and situations where it may occur. Learners will study the implications of non-compliance with organisational policies and procedures on corruption including the sanctions that may apply to staff behaving in this way.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the relevant legal and organisational requirements for operating safely	1.1 Describe legislation in relation to operating safely. 1.2 Describe organisational policies, procedures and codes of practice in relation to operating safely.
2 Know and understand what manipulation and conditioning are and the context and situations where they can occur	2.1 explain the process of manipulation or conditioning in custodial environments 2.2 describe the context and situations where manipulation or conditioning can happen 2.3 describe the methods of conditioning
3 Know and understand the organisational requirements in relation to hostage awareness	3.1 identify current and relevant organisational policies, procedures, codes of practice and guidelines in relation to hostage situations 3.2 describe the organisational requirements of staff that are first on the scene, when hostage incidents are identified 3.3 describe methods and procedures that can be used to reduce the risk of hostage taking
4 Know and understand organisational policies, codes of practice and procedures in relation to corruption prevention	4.1 describe organisational policies, codes of practice and procedures in relation to corruption prevention 4.2 explain what corruption is and the context and situations where it can happen 4.3 identify the implications of non-compliance with organisational policies and procedures on corruption

Unit content

1 **Know and understand the relevant legal and organisational requirements for operating safely**

Legislation: current and relevant legislation, eg Criminal Justice Acts, including Section Three (1) Criminal Law Act 1967, Criminal Justice Act 1991 (subsequent amendments), Health and Safety at Work Act 1974 and subsequent amendments

Organisational policies, procedures and codes of practice: 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, eg high security, category B, category C, open prisons, female establishment, young offenders; organisation's policies, procedures and codes of practice in relation to operating safely; current and relevant prison service orders and prison service instructions, eg PSI 27/2000 (caring for the suicidal in custody), PSO 2700 (risk assessment, suicide prevention and self-harm management); other security guidelines, eg PSO 0200 (performance standard on security), PSI 50/2010 (covert testing), intranet website 'National Security Framework (NSF)', Assessment, Care in Custody and Teamwork (ACCT)

2 **Know and understand what manipulation and conditioning are and the context and situations where they can occur**

Process of manipulation or conditioning: manipulation/conditioning, eg befriending of prisoner by staff, over-compliance of prisoner with certain staff, prisoner offering to help staff with difficult offender, conditioning of other prisoners by extremist offenders by playing on racial/religious links and building hatred of others outside those groups

Context and situations where manipulation or conditioning can happen: context/situations, eg staff relationships, having areas of the prison which are not visible and patrolled, lack of staff rotation so staff build too familiar relationships with prisoners, careless talk between staff or between staff and prisoners, complacency of staff, prisoners comply for some staff but not others so build divisions between the staff team

Methods of conditioning: methods, eg meeting in secrecy/privacy, asking for or receiving favours/compliments/assistance

3 Know and understand the organisational requirements in relation to hostage awareness

Current and relevant organisational policies, procedures, codes of practice and guidelines: local strategy regarding hostage incident awareness; control and restraint training; National Security Framework (NSF); other hostage awareness guidelines

Organisational requirements of staff first on the scene: organisational requirements, eg identifying situation, isolating the hostage zone, containment and limiting the mobility of the hostage, recording and reporting, evaluating information, preventing escalation, assessing of threat

Methods and procedures that can be used to reduce the risk of hostage taking: ensuring safety of all individuals in the custodial environment; training of staff and visitors to raise awareness; staff and visitor vigilance and behaviour, eg when alone with a prisoner, when leaving a clear exit from a physical location

4 Know and understand organisational policies, codes of practice and procedures in relation to corruption prevention

Organisational policies, codes of practice and procedures: local strategy regarding staff conduct; current and relevant PSO/PSIs, eg PSO 1215 (professional standards: preventing and handling staff wrong-doing), chapter 25 of PSO 7500 (fraud, theft and irregularity and their investigation), PSO 1300 (investigations), chapter 30 of PSO 7500 (risk/fraud management), PSO 1310 (anti-fraud strategy), PSO 8460 (conduct and discipline), performance standard 07 (conduct and discipline)

Corruption: improper use of organisation's resources for own gain; accepting bribes and inducements (from prisoners, contractors, suppliers, other staff); lying and falsehood to cover malpractice, fraud, corruption, inappropriate treatment of staff or prisoners; falsifying records and claims, eg for expenses, overtime, staff attendance at the workplace

Implications of non-compliance with organisational policies and procedures on corruption: triggering investigation; disciplinary actions; imposition of sanctions, eg loss of pay, loss of rank, dismissal; response to non-compliance such as prevention, eg training and awareness raising, application of all audit measures and organisational procedures, dealing effectively with those not complying

Essential guidance for tutors

Delivery

It is strongly recommended that delivery and assessment of learning outcome 1 should be linked to Unit 3 (learning outcomes 1 and 2). In that context, learners will have identified the relevant guidelines and procedures for operating securely, whilst for this unit (assessment criteria 1.1 and 1.2), learners are required to describe the guidelines and procedures relating to operating safely.

Learners must be introduced to the range of guidance in the form of Prison Service Orders (PSOs) and Prison Service Instructions (PSIs), which govern safe operations in the custodial environment, including their purpose. It is essential that learners are also introduced to the organisational policies, procedures, codes of practice and guidelines in relation to operating safely in their place of work.

For delivery of learning outcome 1, learners could be divided into groups and asked to research specific PSOs/PSIs and summarise these in a presentation to the whole learner group. The presentation could be delivered formally using ICT, a wall display using posters, or as an information leaflet. This should then be developed with the use of case studies and scenarios, especially around the issues of operating safely.

Learning outcome 2 is best delivered using a series of case studies and scenarios, ideally drawn from real examples provided by tutors and assessors. A starting point could be to divide learners into groups and ask them to research prisoner escapes where staff conditioning was a feature, eg the 'Parkhurst Video', and look for issues identified by the inquiries into those escapes. Learners could discuss ways to reduce the risk of manipulation and conditioning, eg forming effective working relationships between staff.

Delivery of learning outcome 3 should be undertaken in conjunction with training provided by the Hostage Negotiation Training Coordinator in the establishment, who will have overall responsibility for ensuring all staff have been trained and are aware of the procedures and responses required. Ideally, this learning outcome will be delivered by one of the trained Hostage Negotiators based in the establishment and could be based on a practical simulated scenario/situation to motivate learners and demonstrate the theory in practice.

Because of the secure nature of policies and guidelines relating to hostage taking and hostage negotiations, the local training coordinator will need to provide access to local guidance and procedures to deliver this training.

Delivery of learning outcome 4 should be focused around realistic case studies and scenarios. Learner groups could be given a specific case study, ideally derived from a real example, and asked to act as an informal investigation panel, researching the relevant policies and guidance, identifying the type of corruption that is being investigated and planning the investigation. They should also identify the actions that might result if the specific malpractice is proved by their investigation.

Learners could then consider what actions they would recommend to prevent such corruption in the future.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of operating safely in custodial environments within their organisational guidelines.

Assessment of learning outcome 1 could be undertaken based on a series of case studies where the learner must describe both the relevant legislation relating to operating safely and organisational procedures appropriate to the specific operational environment in the particular scenario context. This could be a written assessment in which learners respond to the scenarios presented, or it could be an oral assessment (in which case the assessment must be recorded using audio or video recording and/or a written transcript).

Learning outcome 2 would be best assessed through a case study or scenario where learners are asked to explain the process of manipulation or conditioning, the situation where it occurred and the methods that were used. Learners' findings could be presented in written or oral format (in which case the assessment must be recorded using audio or video recording and/or a written transcript).

Learning outcome 3 would be best assessed through a case study or scenario where learners are asked to identify their organisational guidelines and procedures in relation to hostage situations, describe the local requirements of the staff first on the scene and the methods and procedures that could be used to minimise the risks of hostage taking within their own custodial environment. Learners' findings could be presented in written or oral format (if in oral format assessment must be recorded using audio or video recording and/or a written transcript).

Learning outcome 4 would be best assessed through a case study or scenario where learners are asked to describe their organisational guidelines and procedures, explain what corruption is and how it arises, and identify the implications of non-compliance with policies and procedures. Learners' findings could then be presented in written or oral format (if in oral format assessment must be recorded using audio or video recording and/or a written transcript).

Alternatively, learners could be asked to complete a worksheet based around a series of potential examples of corruption and non-compliance.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Operating Securely in Custodial Environments
- Level 3 – Understanding Health and Safety in Custodial Environments.

This unit also links with the NOS in FD2: Maintain security and order in the custodial environments.

Essential resources

Learners require access to resources detailing current and relevant legislative and organisational requirements, eg PSO/PSIs, which relate to operating safely.

Indicative resource materials

Textbooks

Liebling A, Price D and Shefer G – *The Prison Officer* (Willan, 2010)
ISBN 9781843922698

Joyce P – *Criminology and Criminal Justice* (Willan, 2009) ISBN 9781843925170

Jewkes Y (Ed) – *Handbook on Prisons* (Willan, 2007) ISBN 9781843921851

Journals

Criminal Justice Service Alert (monthly e-bulletin)

Prison Service Journal (HM Prison Service)

Websites

www.g4s.com

G4S

www.hmprisonservice.gov.uk/resourcecentre/psispsos

HMPS (PSOs and PSIs)

psychology.about.com/od/behavioralpsychology

Conditioning theories (behavioural, classical, operant) and theorists (Pavlov, Skinner)

www.skillsforjustice.com

Skills for Justice

Unit 3: Understanding Operating Securely in Custodial Environments

Unit reference number: D/601/5814

Level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

This unit focuses on the principles and practices behind creating and maintaining a secure operating environment. Learners should know what the potential risks to security are and the ways that these risks can be reduced/eliminated.

Unit introduction

Security is the key consideration in any custodial environment. Security is an all-embracing term covering 'physical' security (walls, bars, locks, CCTV); 'dynamic' security, including the ability of staff employed in custodial services to monitor and read their environment and the prisoners within it; 'organisational' security procedures such as accounting for prisoners or searching cells; security assessment procedures, including the categorising of prisoners and information gathering through a range of methods, such as monitoring of prisoner communications.

Studying this unit will enable learners to develop a knowledge and understanding of the guidance available to those working in the custodial environment for ensuring they operate securely and within organisational procedures. Learners will examine relevant security guidelines to support their work in a custodial environment as well as the organisational procedures relating to both physical and dynamic security.

Learners will examine relevant guidelines for searching individuals (including prisoners, staff, official visitors, contractors), vehicles, buildings and property in the custodial environment and the range of methods that may be used when undertaking such searches.

Learners will also look at the guidelines that support risk assessment in the custodial environment and will understand and the roles and responsibilities of those involved in the risk assessment process. Learners will explore the impact of risk assessments on secure operations in the custodial environment including such issues as the priority of security over managing risk, how risk assessment helps to minimise and prevent prisoner escape, support prisoner rehabilitation, and reduce the risk of violence, self-harm and assaults.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the relevant legislation, organisational processes and procedures for operating securely	1.1 identify legislation, policies, codes of practice and guidelines for operating securely 1.2 describe organisational procedures for operating securely
2 Understand and be aware of legislation and organisational requirements in relation to security within custodial environments	2.1 identify legislation, policies, codes of practice and guidelines relating to security within the custodial environments 2.2 describe organisational procedures relating to physical security 2.3 describe organisational procedures relating to dynamic security
3 Know and understand legal and organisational requirements in relation to searching	3.1 identify legislation, organisational policies, procedures, codes of practice and guidelines for searching 3.2 describe the methods of searching 3.3 describe the types of equipment that are available for use when searching
4 Know and understand legislation and organisational requirements in relation to risk assessments	4.1 identify legislation, organisational policies, procedures, codes of practice and guidelines in relation to risk assessment 4.2 describe the roles and responsibilities of those involved in risk assessment 4.3 describe the impact that risk assessments have on operating securely

Unit content

1 **Know and understand the relevant legislation, organisational processes and procedures for operating securely**

Legislation, policies, codes of practice and guidelines for operating securely: current and relevant legislation, eg Criminal Justice Acts, including Section Three (1) Criminal Law Act 1967, Criminal Justice Act 1991 (subsequent amendments), Health and Safety at Work Act 1974 and subsequent amendments

Organisational procedures: monitoring of physical security; monitoring security and behaviour of people in custody; identifying and responding to breaches in security and order; restoring security and order; operational and emergency security procedures; current and relevant organisational procedures, eg intranet website 'National Security Framework (NSF)'; other security guidelines, eg PSO 0200 performance standard (security), PSI 50/2010 (covert testing), PSI 03/2010 (category A security review)

2 **Understand and be aware of legislation and organisational requirements in relation to security within custodial environments**

Security legislation, policies, codes of practice and guidelines: current and relevant legislation, eg Criminal Justice Acts; 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, eg high security, category B, category C, open prisons, female establishment, young offenders

Organisational procedures relating to physical security: importance in custodial environment, eg locks, cells, alarms, fences, gates; security of surrounding area; patrolling; checks of all security areas (routine, non-routine); search equipment; search area; electronic and audio-visual monitoring systems; checking fabric of building, eg walls, windows; maintaining secure areas within the custodial environment and limiting access to those areas; temporary structures; observation techniques

Organisational procedures relating to 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; observation techniques, monitoring prisoner behaviour and mood, group dynamics; monitoring of prisoner communications including mail and phone communications

3 Know and understand legal and organisational requirements in relation to searching

Legislation, policies, procedures, codes of practice and guidelines for searching: current and relevant legislative and organisational requirements, eg Prison Rule 41 (searching procedure), Young Offender Institution Rules 46 (search), PSI 048/2010 (searching of the person), PSI 51/2010 (dealing with evidence), PSI 30/2007 (revision of function 3 – searching policy), PSI 038/2008 (searching women), PSI 049/2010 (cell area vehicle searching), PSIs 005/2009 (use of the Body Orifice Security Scanner (BOSS)), Prison Rule 64 (search of officers), Young Offender Institution Rules 69 (search of officers), PSI 48/2010 (search of person), prison service standard 41 (prisoner communication); current and relevant organisational procedures for searching prisoners, vehicles, visitors and property within custodial environments

Methods of searching: importance of correct and thorough searches; respecting individuals and their property; rub-down search (procedure, use, limitations); searching using equipment; conducting searches on individuals, eg cooperative, uncooperative, children; searching of prisoners, visitors, staff, official visitors; searching of vehicles and property; searching of buildings, searching for prohibited items, eg including ICT and phones, drugs, alcohol, weapons; use of dogs to search people, vehicles and premises; manual checking of prisoner mail

Searching equipment: electronic wand (procedure, use, limitations); portable visual inspection equipment (for searches in areas where access is difficult such as pipes and cavities); searching areas using infrared technology such as cameras and telescopes; other equipment, eg x-ray machines, BOSS (Body Orifice Security Scanner); x-ray portals, iris recognition, finger/thumb print recognition

4 Know and understand legislation and organisational requirements in relation to risk assessments

Risk assessment legislation, organisational policies, codes of practice and guidelines: current and relevant legislation and organisational requirements, eg PSO 2200 (sentence management and planning), PSO 2750 (violence reduction), PSI 49/2008 (clarification of PSO 2750 cell sharing risk assessment), PSI 026/2002 (cell sharing risk assessment), PSI 32/2005 (cell sharing risk assessment), PSI 053/2004 (changes to Home Detention Curfew risk assessment), standards 54 (security) and 60 (suicide prevention) in PSO 0200 (Prison Service Standards), PSO 0900 (categorisation and allocation), PSO 2205 on offender assessment and sentence management (OASys), use of Police National Computer (PNC)

Roles and responsibilities: roles within organisation; identifying risk; categorising risk; recording risk; managing risk; reporting appropriately; review

Impact on operating securely: prevention of escape; reduced risk of violence, self harm, assaults; supports rehabilitation; priority of security over managing risk

Essential guidance for tutors

Delivery

Learners must be introduced to the range of guidance in the form of Prison Service Orders (PSOs) and Prison Service Instructions (PSIs), which govern secure operation of the custodial environment, including security and searching, and risk assessment.

For delivery of assessment criterion 1.1, learners could be divided into groups and asked to research specific PSOs/PSIs and to summarise them in a presentation to the whole learner group. The presentation could be formally delivered using ICT, a wall display using posters, or an information leaflet.

For 1.2, the groups could then investigate specific aspect of the relevant content (as agreed with the tutor) and apply that content within the context of their own operating environment. Learners could then present their findings to the rest of the learner group using any appropriate method of presentation.

For 2.1, it is suggested that tutors devise a series of case studies/scenarios. These would encourage learners to research specific guidance relevant to different categories of establishment, eg high security, category B, category C, open prisons, female establishments, young offenders for 2.1.

Learners could then apply their findings to the content of 2.2 and 2.3, relating the guidance for the category of custodial establishment to organisational procedures needed in each. Each group could present the findings from their research to the whole group using an appropriate method of presentation, eg formal delivery using ICT, a wall display using posters, information leaflet. The presentation would include a description of organisational procedures related to both physical and dynamic security in the specific category of establishment researched.

For delivery of 3.1, learners could be divided into groups and asked to research specific PSOs/PSIs and to summarise them in a presentation to the whole learner group. The presentation could be formally delivered using ICT, a wall display using posters, or an information leaflet.

When delivering 3.2 and 3.3, it is important that learners have the opportunity to meet personnel from a range of establishments who can explain the range of searching methods and demonstrate the use of a range of equipment. Visits to different establishments are invaluable in helping learners to understand the range of different operating protocols.

Watching videos demonstrating the use of search equipment or demonstrations from manufacturers on the use of their products would also be helpful.

Scenarios and case studies could be used to reinforce this learning and to enable learners to develop clear knowledge and understanding of both the methods and equipment available and how they would be used in different contexts and establishments. This learning outcome is expanded further in *Unit 9: Understanding Searching in Custodial Environment*.

Delivery and assessment of this unit and Unit 9 could be linked, or the assessment criteria already evidenced in Unit 3 could count towards Recognition of Prior Learning (RPL) achievement of the relevant assessment criteria in Unit 9.

Before learners are introduced to 4.1 and to the range of guidance in the form of Prison Service Orders (PSOs) and Prison Service Instructions (PSIs), which govern risk assessment in the custodial environment, a thought shower session could help to identify the types and nature of risks that might exist in that environment. The session could include consideration the risks to individuals (staff, prisoners, visitors, contractors) and to the organisation (covering physical risks, health and safety, operation risk, potential security breaches).

Learners could be divided into groups and asked to research specific risks, such as those suggested, and to summarise them to present to the whole learner group. The presentation could be formally delivered using ICT, a wall display using posters, or an information leaflet. Before delivering this section of the unit, it is suggested that learners discuss the tensions between managing risk and ensuring security, and the priority afforded to security over risk management in custodial environments. A good example to use here would be fire safety, where risk assessment would identify push bar exit doors as the preferred choice, but these would not be appropriate in a custodial environment. There are also practical dilemmas to consider, such as the requirement to undertake cell-sharing risk assessments, but also practicality of allocating single cells in an overcrowded establishment.

Assessment criteria 4.2 and 4.3 would be best delivered using case studies where learners, working in groups, deal with a range of scenarios, enabling them to apply their research in realistic scenario contexts.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of operating securely in custodial environments within their organisational guidelines.

For the assessment of 1.1, the group work suggested in delivery could be followed by learners compiling an information sheet for the induction of new staff, which identifies the legislation, policies, codes of practice and guidelines for operating securely in their specific work environment.

For 1.2, the induction material could be expanded to include a description of the organisational procedures for secure operations in the learner's specific work environment and could be presented for assessment in the form of additional information sheets, a PowerPoint presentation, or as hand-outs.

For assessment of learning outcome 2 the staff induction materials developed for the assessment of learning outcome 1 could be added to with each learner producing additional information sheets for the induction of new staff, identifying the relevant guidance relating to security within their own custodial working environment, as evidence of achievement of 2.1.

For 2.2 and 2.3, the induction material could be expanded to include a description of the organisational procedures relating to both physical and dynamic security in the learners' specific work environment. This could be presented for assessment in the form of additional information sheets, a PowerPoint presentation, or as hand-outs.

Assessment of learning outcome 3 could be based on a series of case studies where the learner must identify the relevant guidance relating to searching (for 3.1) , describe the methods of searching (for 3.2) and appropriate equipment that could be used in that particular scenario context (for 3.3). This could be a written assessment in which learners respond to the scenarios presented, or an oral assessment (in which case the assessment must be recorded using audio or video recording and/or a written transcript).

To assess learning outcome 4, tutors could use a series of case studies where the learner must identify the relevant guidance relating to risk assessment (for 4.1), then describe the roles and responsibilities of those involved in risk assessment of methods of searching (for 4.2) and the impact that risk assessments have on operating securely (for 4.3) in that particular scenario context. This could be a written assessment in which learners respond to the scenarios presented, or an oral assessment (in which case the assessment must be recorded using audio or video recording and/or a written transcript).

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Operating Safely in Custodial Environments
- Level 3 – Understanding Health and Safety in Custodial Environments
- Level 3 – Understanding Searching in Custodial Environments.

This unit also links with the NOS in FD2: Maintain security and order in the custodial environments.

Essential resources

Learners need access to resources detailing current and relevant legislative and organisational requirements, eg PSO/PSIs, which relate to operating securely.

Indicative resource materials

Textbooks

Liebling A, Price D and Shefer G – *The Prison Officer* (Willan, 2010)
ISBN 978184392269-8

Joyce P – *Criminology and Criminal Justice* (Willan, 2009) ISBN 9781843925170

Jewkes Y (Ed) – *Handbook on Prisons* (Willan, 2007) ISBN 9781843921851

Journals

Criminal Justice Service Alert (monthly e-bulletin)

Prison Service Journal (HM Prison Service)

Websites

www.g4s.com

G4S

www.hmprisonservice.gov.uk/resourcecentre/psispsos

HMPS (PSOs and PSIs)

www.skillsforjustice.com

Skills for Justice

Unit 4: Understanding Health and Safety in Custodial Environments

Unit reference number: J/601/5807

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about the health and safety requirements in custodial environments. Learners should know about legal and organisational requirements and be able to identify potential hazards and risks.

Unit introduction

This unit will develop learners' knowledge and understanding of health and safety within custodial care environments, including legislative and organisational requirements and relevant hazards and risks.

Staff working in the custodial care environment must be able to maintain the balance between care and control to ensure that the duty of care for individuals, whether they be an employer, a colleague or a prisoner, is still observed.

By studying this unit, learners will examine how the Health and Safety at Work Act 1974 and the various health and safety regulations apply to their working environment. Learners will also examine the process of dealing with hazards and the associated risks, and the importance of doing so.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand the legal duties for health and safety in the workplace</p>	<p>1.1 describe responsibilities for health and safety as required by the law, covering different job roles</p> <p>1.2 describe legislative requirements of the Health and Safety at Work Act</p> <p>1.3 describe legal requirements in the workplace for fire safety</p> <p>1.4 describe legal requirements in the workplace for bullying and harassment</p> <p>1.5 describe legal requirements in the workplace for manual handling</p> <p>1.6 describe legal requirements in the workplace for first aid</p>
<p>2 Know and understand the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace</p>	<p>2.1 describe organisational policies, codes of practice, guidelines and procedures in the workplace for fire safety</p> <p>2.2 describe organisational policies, codes of practice, guidelines and procedures in the workplace for bullying and harassment</p> <p>2.3 describe organisational policies, codes of practice, guidelines and procedures in the workplace for manual handling</p> <p>2.4 explain organisational policies, codes of practice, guidelines and procedures in the workplace for first aid</p> <p>2.5 describe organisational policies, codes of practice, guidelines and procedures in relation to personal presentation in maintaining health and safety in the workplace</p> <p>2.6 describe organisational policies, codes of practice, guidelines and procedures in relation to personal behaviour in maintaining health and safety in the workplace</p>

Learning outcomes	Assessment criteria
<p>3 Know and understand potential hazards and risks in a custodial environment</p>	<p>3.1 explain the hazards and risks within a custodial environment</p> <p>3.2 describe the procedures for dealing with actual or potential hazards and risks in custodial environments</p> <p>3.3 explain the importance of dealing with, or promptly reporting, actual or potential hazards and risks</p>

Unit content

1 **Know and understand the legal duties for health and safety in the workplace**

Responsibilities for health and safety: employer, eg duty of care to ensure the health, safety and wellbeing of employees; employee, eg duty to take care of own health and safety and that of others who may be affected by actions

Legislative requirements of the Health and Safety at Work Act: duty of care; conducting risk assessments; use of Personal Protective Equipment (PPE)

Legal requirements in the workplace for fire safety: Management of Health and Safety at Work and Fire Precautions (Workplace) (Amendment) Regulations 2003; Fire Safety (Employee's Capabilities) 2010

Legal requirements in the workplace for bullying and harassment: current and relevant legislation, eg Sex Discrimination 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Equality Act 2010

Legal requirements in the workplace for manual handling: Manual Handling Operations Regulations 1992; conducting risk assessments and dynamic risk assessments; Safe Systems of Work (SSOW)

Legal requirements in the workplace for first aid: Health and Safety (First Aid) Regulations 1981

2 **Know and understand the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace**

Organisational policies, codes of practice, guidelines and procedures in the workplace for fire safety: PSO 3803 (fire safety); organisation's policies, codes of practice and guidelines

Organisational policies, codes of practice, guidelines and procedures in the workplace for bullying and harassment: PSO 2750 (violence reduction); PSO 8550 (staff grievance procedures); organisation's policies, codes of practice and guidelines

Organisational policies, codes of practice, guidelines and procedures in the workplace for manual handling: PSO 3801 (health and safety); organisation's policies, codes of practice and guidelines

Organisational policies, codes of practice, guidelines and procedures in the workplace for first aid: section 3.8 of PSO 3801 (health and safety); organisation's policies, codes of practice and guidelines

Organisational policies, codes of practice, guidelines and procedures in relation to personal presentation in maintaining health and safety in the workplace: PSO 3801 (health and safety); organisation's policies, codes of practice and guidelines

Organisational policies, codes of practice, guidelines and procedures in relation to personal behaviour: PSO 3801 (health and safety); organisation's policies, codes of practice and guidelines

3 Know and understand potential hazards and risks in a custodial environment

Hazards and risks: definition of 'hazard' versus 'risk'; hazards; risks, eg prisoners

Procedures for dealing with actual or potential hazards and risks: conducting risk assessments; recording findings and reporting to appropriate authority, eg health and safety officer, senior staff member; Safe Systems of Work (SSOW)

Importance of dealing with or promptly reporting hazards and risks: improve health and safety; compliance with legislation and organisational policies, eg Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

Essential guidance for tutors

Delivery

To deliver learning outcome 1, tutors should introduce learners to the relevant legislative requirements for health and safety in the custodial care workplace, particularly in terms of the following: Health and Safety at Work Act 1974; fire safety; bullying and harassment; manual handling; First Aid.

Learners should be familiar with current and relevant legislation, for example the Health and Safety at Work Act 1974. This includes the different responsibilities for employers and employees respectively.

Learners in groups could discuss the duty of care that individuals have within the workplace, how the responsibilities for employers and employees differ, and the numerous legislative requirements. Particular attention should be paid to the definition of 'reasonably practicable' (in the Health and Safety at Work Act 1974), within the context of individuals' duty of care towards one another in the workplace.

When exploring legal requirements in the workplace to avoid bullying and harassment, it would be beneficial for learners if tutors first discussed with them the definitions of 'violence', 'bullying' and 'harassment' as laid out by the Health and Safety Executive and in PSO 2750 on violence reduction. Learners could discuss could take place around implicit versus explicit threats and the differences between physical, emotional or psychological harm.

Learners could also discuss the legal requirement to have staff in the workplace qualified in first aid.

For learning outcome 2, it is essential that learners are conversant with their own organisation's policies, codes of practice, guidelines and procedures in relation to the following areas: fire safety; bullying and harassment; manual handling; personal presentation and behaviour. This will often require knowledge and understanding of current and relevant PSOs.

For example, to develop learners' knowledge and understanding of policies to reduce bullying and harassment in the workplace, learners should be aware of PSO 2750 on violence reduction. This includes the role of the Violence Reduction Coordinator (VRC) and the strategies used to reduce violence.

Learning outcome 3 requires learners to know and understand potential hazards and risks in a custodial environment. Learners could discuss, in groups, the difference between 'hazards' and 'risks', as well as the various examples of each within the custodial care environment. Tutors could illustrate to learners the daily risks people take in their lives, for example crossing the road, or playing the lottery.

It is imperative that learners know the procedures for dealing with hazards and risks in the workplace, including conducting risk assessments and recording and reporting procedures.

Learners also need to appreciate the importance of dealing with or promptly reporting hazards and risks. Guest speakers from the custodial care sector could discuss personal experiences of consequences of either reporting promptly or too late. Alternatively, learners could share examples from their working experiences.

Naturally occurring delivery opportunities within the workplace for this unit include health and safety training, for example as part of the employee's induction or as provided by the health and safety officer. This usually includes manual handling training, emergency first aid and fire awareness training.

It is recommended that delivery of this unit be as practical as possible, to stimulate and engage learners, enabling them to apply theory to practice. It is advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of health and safety in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of them. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

One holistic method of assessing all the assessment criteria could involve learners completing an induction booklet with a section on health and safety, in which they describe legal responsibilities (1.1) and legal requirements (1.2, 1.3, 1.4, 1.5, 1.6). In this booklet, learners could also describe or explain (depending on the requirements of the individual assessment criterion) the organisational policies, codes of practice, guidelines and procedures for health and safety in the workplace (2.1, 2.2, 2.3, 2.4, 2.5, 2.6).

As part of the induction booklet, learners could explain hazards and risks within the custodial environment (3.1), providing examples they may have come across. Learners could then describe the procedures for dealing with hazards and risks (3.2), including reporting procedures and who to refer situations to. To achieve 3.3, learners are required to explain the importance of dealing with or promptly reporting hazards and risks, with examples from their own working experience within the custodial care environment.

Learners could meet all the assessment criteria through completion of an induction booklet as part of their basic training. Alternatively, learners could create a training guide for new starters.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. This could include, for example, use of questions on health and safety during one-to-one meetings between learners and line managers, as part of their induction, or during health and safety courses that may be run at the organisation.

Depending on the health and safety training provided to employees at respective organisations, there may be opportunities for learners to meet some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to meet all the assessment criteria.

Learners could undertake alternative assignments to meet all the assessment criteria. This could include researching health and safety and presenting findings as a written report or an oral presentation.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Operating Safely in Custodial Environments
- Level 3 – Understanding Operating Securely in Custodial Environments
- Level 3 – Understanding Organisational, Legal and Moral Responsibility to Those in Custody
- Level 3 – Understanding Safer Custody.

This unit also links with the NOS in AF1: Ensure your own actions reduce risks to health and safety.

Essential resources

Learners need access to resources detailing legislative requirements, organisational policies, codes of practice, and guidelines and procedures, which relate to health and safety within custodial environments.

Indicative resource materials

Textbooks

Hughes P and Ferrett E – *Introduction to Health and Safety at Work* (Butterworth-Heinemann, 2009) ISBN 9781856176682

Pearce A – *Playing it Safe: The Crazy World of Britain's Health and Safety Regulations* (Gibson Square Books, 2009) ISBN 9781906142292

Edgar K and O'Donnell I and Martin C – *Prison Violence: The Dynamics of Conflict, Fear and Power* (Willan, 2002) ISBN 9781903240984

Edgar K and Newell T – *Restorative Justice in Prison* (Waterside Press, 2006) ISBN 9781904380252

Ireland J (ed) – *Bullying Among Prisoners* (Routledge, 2002) ISBN 9781583911877

Luxmoore N – *Working with Anger and Young People* (Jessica Kingsley Publishers, 2006) ISBN 9781843104667

Godsi E – *Violence and Society: Making Sense of Madness and Badness* (PCCS Books, 2004) ISBN 9781898059622

Journals

Probation Journal (Trade Union and Professional Association for Family Court and Probation Staff)

Websites

www.avpbritain.org.uk	Alternatives to Violence Project (AVP)
www.antibullyingalliance.org.uk	Anti-Bullying Alliance
www.hse.gov.uk	Health and Safety Executive
www.hmprisonservice.gov.uk	HM Prison Service
www.mediationuk.org.uk	Mediation UK
www.samaritans.org	Samaritans

Unit 5: Understanding Organisational, Legal and Moral Responsibility to Those in Custody

Unit reference number: H/601/5815

Level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about knowledge and understanding of responsibilities to those in custody. Learners should know about the relevant legislation and organisational procedures that apply to those in custody. They should also understand the moral requirements in relation to those in custody.

Unit introduction

This unit will develop learners' knowledge and understanding of organisational, legal and moral responsibilities to those in custody.

Learners will explore legislative requirements of the Human Rights Act 1998, equality and diversity legislation, and the potential implications of non-compliance with this legislation.

Learners will also examine moral responsibilities to those in custody, including benefits of equality and diversity, and forms of discrimination and how they may present themselves, and the effect of inequality on individuals and groups. Learners will study ways of communicating and behaving to support equality and diversity.

Learners will be introduced to the organisational policies, codes of practice, guidelines and procedures in relation to those in custody, including current and relevant PSOs/PSIs.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand the legal responsibilities to those in custody</p>	<p>1.1 explain the legislative requirements of the Human Rights Act</p> <p>1.2 describe legal implications of non compliance with the legislative requirements of the Human Rights Act</p> <p>1.3 describe the legislative requirements relating to equality and diversity</p> <p>1.4 describe legal implications of non compliance with the legislative requirements for equality and diversity</p>
<p>2 Know and understand moral responsibilities to those in custody</p>	<p>2.1 explain the benefits of diversity and the promotion of equality</p> <p>2.2 describe the forms that discrimination may take and how these manifest themselves</p> <p>2.3 describe how inequality and discrimination affects individuals and groups</p> <p>2.4 explain how to behave and communicate in ways that:</p> <ul style="list-style-type: none"> • support equality and diversity • do not exclude or offend people • challenge discrimination effectively • respect individuals' differences • do not abuse status and power over others • recognise the difficulties in communication and language

Learning outcomes	Assessment criteria
<p>3 Know and understand the organisational policies, codes of practice, guidelines and procedures in relation to those in custody</p>	<p>3.1 describe organisational policies, codes of practice, guidelines and procedures for promoting equality and diversity</p> <p>3.2 describe organisational policies, codes of practice, guidelines and procedures for accepting individuals into custody</p> <p>3.3 describe organisational policies, codes of practice, guidelines and procedures for provision of daily care of individuals</p> <p>3.4 describe organisational policies, codes of practice, guidelines and procedures for providing the information that individuals are entitled to receive and ensuring it is clear and helpful</p> <p>3.5 identify organisational policies, codes of practice, guidelines and procedures for seeking guidance and support when having difficulty promoting equality and valuing diversity</p> <p>3.6 describe organisational policies, codes of practice, guidelines and procedures for dealing with actions that undermine equality and diversity and what to do about this</p>

Unit content

1 Know and understand the legal responsibilities to those in custody

Legislative requirements of the Human Rights Act 1998: right to life; prohibition of torture; prohibition of slavery and forced labour; right to liberty and security; right to a fair trial; no punishment without law; right to respect for private and family life; freedom of expression; freedom of thought, conscience and religion; right to marry; prohibition of discrimination; restrictions on political activity of aliens; prohibition of abuse of rights; limitation on use of restrictions on rights

Legal implications of non-compliance with Human Rights Act: possible imprisonment; court/legal tribunal action, eg award damages, release defendant on criminal charge, order a public authority not to take public action

Legislative requirements relating to equality and diversity: Equality Act 2010; Race Relations Act 1976; Race Relations (Amendment) Act 2000; The Disability Discrimination Act 2005

Legal implications of non-compliance with legislative requirements for equality and diversity: possible imprisonment; enforcement methods, eg legal challenges; financial penalties; enforcement methods; grievance and disciplinary cases

2 Know and understand moral responsibilities to those in custody

Benefits of diversity and promotion of equality: benefits, eg breaks down cultural barriers, encourages social equality, offers a wider generation of ideas, increased harmony amongst colleagues

Forms of discrimination: direct and indirect discrimination (race/ethnicity, religious/spiritual belief, gender, age, sexual orientation, disability); ways they manifest themselves, eg use of racist comments, not recognising religious festivals, inappropriate comments, sexualised language, not providing specialised equipment required, institutional racism (collective failure as result of discrimination through unwitting prejudice, ignorance or thoughtlessness, and racist stereotyping)

How inequality and discrimination affects individuals and groups: ways discrimination affects groups, eg feelings of persecution, alienation, isolation, alliances formed within groups, negative effect on physical and mental health, lowered productivity and performance, increased negative behaviour

Ways to communicate and behave: methods, eg respect for each other, treating others how wish to be treated, supporting equal rights, challenging discrimination, cultural awareness, awareness of limits of powers/responsibility

3 Know and understand the organisational policies, codes of practice, guidelines and procedures in relation to those in custody

Organisational policies, codes of practice, guidelines, procedures for promoting equality and diversity: local organisational policies, eg Racial Incident Reporting Form (RIRF), Race Equality Action Team (REAT), Prison Service audit standard 48, Measuring the Quality of Prison Life (MQPL), prisoner survey score, visitor survey score, ethnic monitoring data

Organisational policies, codes of practice, guidelines, procedures for accepting individuals into custody: local organisational policies, eg reception procedures, cell-sharing risk assessments (CSRA)

Organisational policies, codes of practice, guidelines, procedures for provision of daily care of individuals: local organisational policies, eg CSRA, Personal Emergency Evacuation Plan (PEEP)

Organisational policies, codes of practice, guidelines, procedures for providing the information: local organisational policies, eg Systematic Monitoring and Analysing of Race Equality Template (SMART)

Organisational policies, codes of practice, guidelines, procedures for seeking guidance and support: local organisational policies, eg Race Equality Action Group (REAG)

Organisational policies, codes of practice, guidelines, procedures for dealing with actions: local organisational policies, eg impact assessment

Essential guidance for tutors

Delivery

For learning outcome 1, learners are required to know and understand the legal responsibilities to those in custody. Tutors need to introduce learners to the relevant legislation, including the Human Rights Act 1998 and legislation relating to equality and diversity. Learners could be divided into groups, with each group researching the implications of a particular article of the Human Rights Act (choosing from articles 2-18). Learners could then present their findings to the rest of the class, with tutor-facilitated discussions of the articles. It would be of benefit to learners to have a guest speaker to come in and discuss the legal implications of non-compliance with legislation. Learners need to be able to appreciate that there are some human rights where interference cannot ever be justified, whilst some articles are limited by the exceptions set out in the Human Rights Act – all taken from the European Convention on Human Rights, and there are cases where interference with rights can be justified if tests are met.

For learning outcome 2, learners are required to know and understand the moral responsibilities to those in custody. Learners could, in groups, discuss benefits of diversity and the promotion of equality.

Learners should be familiar with the different types of discrimination, eg racial, age and how they can manifest themselves. Learners need to understand how inequality and discrimination can affect individuals and groups, as this will affect the dynamics in the custodial care environment.

Role play and simulation can be used to show learners how to communicate and behave in appropriate ways, to avoid discrimination or offence to others and to support equality and diversity. Alternatively, learners may participate in awareness training, for example localised training delivered within their organisation, such as 'Challenge it'/'Change it' training.

For learning outcome 3, learners need to be introduced to the organisational policies, codes of practice, guidelines and procedures for promoting equality and diversity, accepting individuals into custody, provision of daily care of individuals, providing information that individuals are entitled to receive, for seeking guidance when having difficulty promoting equality and diversity, and for dealing with actions that undermine equality and diversity. This could be delivered as part of learners' induction and training. Alternatively, learners could be divided into groups to research policies relating to each area and discuss findings.

It is recommended that delivery of this unit is as practical as possible, to stimulate and engage learners, enabling them to apply theory to practice. It is therefore advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of organisational, legal and moral responsibility to those in custody within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to meet all the assessment criteria.

This unit can be assessed in a variety of ways. Suggestions for assignments that cover all the assessment criteria:

- creating a handbook on legislative and organisational policies in relation to responsibilities to those in custody (1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)
- creating a written report or presentation, using case studies, about moral responsibilities to those in custody (2.1, 2.2, 2.3, 2.4).

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding Interpersonal Skills in Custodial Environments
- Level 3 – Understanding Safer Custody.

This unit also links with the NOS in AA1: Promote equality and value diversity, FB1: Maintain restrictions on individuals' liberty whilst promoting and protecting their rights; FB2: Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environments.

Essential resources

Learners require access to resources detailing legislative requirements, organisational policies, codes of practice and guidelines and procedures, for example PSOs/PSIs, which relate to responsibilities to those in custody.

Indicative resource materials

Textbooks

Wadham J and Mountfield H et al – *Blackstone's Guide to the Human Rights Act 1998*, (OUP, 2009) ISBN 978-0199574421

Websites

www.justice.gov.uk/guidance/docs/human-rights-making-sense-human-rights.pdf	Making sense of human rights (Ministry of Justice)
www.equalities.gov.uk/equality_act_2010.aspx	Equality act 2010
www.legislation.gov.uk	Legislation

Unit 6: Understanding Recording and Reporting in Custodial Environments

Unit reference number: T/601/5818

Level: 2

Credit value: 2

Guided learning hours: 8

Unit aim

This unit covers knowledge and understanding of reporting and recording information. Learners should know about the confidentiality of information. They should know how and why information is reported and recorded and how stored information is used.

Unit introduction

This unit will develop learners' knowledge and understanding of recording and reporting information within custodial environments.

Learners will appreciate the importance of recording and reporting information within custodial environments. They will be introduced to legislative and organisational requirements of recording and reporting information, the associated roles and responsibilities, and timescales.

Learners will explore the legal and organisational requirements in relation to written and recorded information, including the types of information that are recorded and formats of recording that occur in custodial environments.

Learners will also explore the legal and organisational requirements in relation to reported information, including organisational procedures for reporting information.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the importance of recording and reporting information	1.1 identify legislation, organisations policies, codes of practice and guidelines for recording and reporting information 1.2 explain why recording and reporting of information is necessary in custodial environment 1.3 explain what information needs to be recorded and reported 1.4 identify the roles and responsibilities in relation to recording and reporting information 1.5 identify timescales for recording and reporting information 1.6 describe a range of technology used in recording and reporting information
2 Know and understand the legal and organisational requirements in relation to written and recorded information	2.1 describe the legal and organisational policies, codes of practice and guidelines on confidentiality and storage in relation to recorded information 2.2 describe the legal and organisational policies, codes of practice and guidelines on the security of written and recorded information and access rights 2.3 describe the types of information that are recorded 2.4 describe the formats of recording that take place in the custodial environment

Learning outcomes	Assessment criteria
<p>3 Know and understand the legal and organisational requirements in relation to reported information</p>	<p>3.1 describe the legal and organisational policies, codes of practice and guidelines in relation to the reporting of information</p> <p>3.2 describe the organisational procedures for reporting information</p>

Unit content

1 **Know and understand the importance of recording and reporting information**

Legislation, organisational policies and codes of practice: current and relevant legislation, eg Police and Criminal Evidence Act 1984 (PACE), Criminal Justice and Immigration Act 2008, Protection from Harassment Act 1997, Race Relations Act 1976 and Race Relations Amendment Act 2003, The Official Secrets Act 1989; organisational policies and codes of practice, eg Prison Service Orders (PSO), Prison Service Instructions (PSI), procedural documents (local prison establishments), Governor/Director orders (local prison establishments)

Necessity of recording and reporting information: keeping a record of incidents; handover of information on shift change; keeping a record of prisoner property, eg F2056A prisoner record form; audit trail of information; ensuring national and local protocols are followed; to maintain security of the establishment; part of admissions process; preservation of life; to maintain order or discipline within the establishment, eg Good Order or Discipline (GOOD)

Information that needs to be recorded and reported: recording information, eg observation book relating to incidents, prisoner movement and location, ethnic monitoring, regime monitoring, Accommodation and Fabric Checks (AFCs), essential information on first reception, Key Performance Indicators (KPIs), Key Performance Targets (KPTs); reporting information, eg intelligence collection, security information reports (SIR), maintaining prisoner records (F2050 forms), governor/director reports for adjudication (Notice of Report Copy for Prisoner – F1127A)

Roles and responsibilities: roles, eg relating to information; responsibilities, eg recording and reporting information to relevant people

Timescales: organisational protocols for identifying timescales, eg roll checks, AFCs, completion of control and restraint reports as soon as possible following incidents

Technology used in recording and reporting: technology, eg Pnomis

2 **Know and understand the legal and organisational requirements in relation to written and recorded information**

Legal and organisational policies, codes of practice and guidelines: current and relevant legislation, eg Data Protection Act 1998, Freedom of Information Act 2000 (FoIA), Criminal Justice and Court Services Act 2000, The Official Secrets Act 1989; local organisation's protocols on security of information, eg PSO 1251 (National Archives), PSO 9010 (IT Security)

Types of information: information, eg details of incidents (time, date, location, individuals involved), AFCs record of condition of accommodation area checked, details of prisoner behaviour

Formats: written reports (paper, IT); observation books; prisoner record forms (F2050s); computer-based record systems (Prison National Offender Manager Information System (PNOMIS)); local organisation's logbooks, eg roll checks, AFCs

3 Know and understand the legal and organisational requirements in relation to reported information

Legislation: current and relevant legislation, eg Police and Criminal Evidence Act 1984 (PACE), Criminal Justice and Immigration Act 2008, Protection from Harassment Act 1997, Race Relations Act 1976 and Race Relations Amendment Act 2003

Organisational policies, codes of practice, guidelines, organisational procedures: current and relevant PSOs and PSIs; procedural documents (local prison organisations); governor/director orders (local prison establishments)

Essential guidance for tutors

Delivery

This unit should be delivered to focus on active and practical 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 outcome 1, learners could research relevant websites for current and relevant legislation, organisational policies, codes of practice and guidelines relating to the importance of recording and reporting information. For example, groups of learners could each review the requirements of the Police and Criminal Evidence Act 1984 (PACE), Criminal Justice and Immigration Act 2008; Protection from Harassment Act 1997, Race Relations Act 1976 and Race Relations Amendment Act 2003, the various Prison Service Instructions (PSIs), Prison Service Orders (PSOs), such as PSO 1700 on KPIs and KPTs and local prison establishment procedural documents, Governor/Director orders relating to recording and reporting information.

It is essential that learners be introduced to their organisation's policies, codes of practice and guidelines for recording and reporting information.

Following research, learners could discuss, in groups, why recording and reporting is necessary in custodial environments, the information that needs to be recorded/reported and the roles and responsibilities related to recording/reporting. Learners need to be aware of the timescales for recording and reporting information, including the need for prompt reporting in certain situations.

Most of the information for learning outcomes 2 and 3 can be found in Prison Service Orders and Prison Service Instructions located on the HM Prison Service website, as well as local establishment policies and procedures. These documents detail public service procedures and are therefore complex to read and extract information from, but tutor assistance will develop learners' research and comprehension skills. Learners will need to consider the different types of information that has to be recorded and in what format. This could be delivered by using case studies to reflect local establishment protocols.

Delivery can be enhanced by groups of learners taking responsibility for researching specific aspects of unit content (as agreed with the tutor) and presenting their findings to other learners. Learners can use presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based activities.

Assessment

The unit requires assessment of occupational knowledge and understanding wherever practicable. Assessment can take place in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of recording and reporting in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

This unit gives learners the opportunity to research a range of requirements and methods of recording and reporting information within custodial care environments.

Where work is carried out in groups, each learner needs to provide individual evidence for all the assessment criteria.

A suggestion of a way of designing two assignments to cover all assessment criteria is given below.

Assessment criteria 1.1, 2.1, 2.2, 3.1 and 3.2 require learners to identify and describe (depending on the individual assessment criterion) a range of legislative requirements, organisational policies, codes of practice and guidelines in relation to recording and reporting information. This should include information on national as well as local custodial environment protocols. Evidence could be in the form of a presentation, a small written research report, or a training guide.

Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.3 and 2.4 can be evidenced in the form of a written report on the local custodial environment protocols and working practices. The assessment criteria require learners to identify the roles and responsibilities with timescales for recording and reporting information within a custodial environment. Learners must also explain why recording and reporting is necessary and what information needs to be recorded and reported, as well as describing types of information that are recorded and in what format.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Use of Force in Custodial Environments
- Level 3 – Understanding Safer Custody.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to recording and reporting in custodial environments.

Indicative resource materials

Textbooks

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

Gray D, Lilley T and Toms E – *BTEC Level 3 National Public Services Student Book 2*
(Edexcel, 2010) ISBN 9781846907203

Journals

Prison Service Journal (HMPS)

Websites

www.g4s.com

Group 4 Securicor

www.hmprisonservice.gov.uk

HM Prison Service

www.justice.gov.uk

Ministry of Justice (including re-offending data)

www.nacro.org.uk/services/prisoners.htm

NACRO

www.niprisonservice.gov.uk

Northern Ireland Prison Service

www.prisons.org.uk

Prisons Org UK

www.pmnw.co.uk

Prison Me No Way

www.reliancesecurity.co.uk/spotlight/police-service/

Reliance Security Group (Police Service)

www.sps.gov.uk

Scottish Prison Service

www.yjb.gov.uk

Youth Justice Board

Unit 7: Understanding Safer Custody

Unit reference number: T/601/5821

Level: 3

Credit value: 3

Guided learning hours: 16

Unit aim

This unit is about the factors that can compromise the safety of a custodial environment and the methods for dealing with/minimising them.

Unit introduction

This unit develops learners' knowledge and understanding of safer custody. It is important that learners appreciate that the Prison Service and other providers of custodial care have a duty of care for all prisoners and staff.

Learners will explore the legal and organisational requirements for promoting a safer custody environment, including characteristics of a safe custody environment, and roles and responsibilities of those who contribute to a safer custody environment.

Learners will be introduced to the theory, guidelines and organisational procedures in relation to suicide/self-harm awareness and intervention, including the signs that can indicate a risk of suicide/self-harm, procedures staff should go through if they suspect a suicide/self-harm risk, factors that can cause a suicide/self-harm attempt, and procedures for minimising suicide/self-harm risks.

Learners will examine the theory, guidelines and organisational procedures in relation to bullying and harassment, from signs that an individual is subject to abuse, or likely to commit abuse, to procedures for dealing with suspected cases of abuse or minimising the risk of abuse.

This unit introduces learners to the impact of mental health issues in the custodial care environment, such as common indicators of mental health problems encountered in custodial settings, ways such problems may affect behaviour/communication/understanding of what is happening, and the effect of the custodial setting on people's mental wellbeing.

Finally, learners will explore how to record and report involvement with vulnerable people, including requirements for recording and reporting, and the importance of doing so.

On completion of this unit, learners will have a better appreciation of the ways and importance of providing safer custody.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand the legal and organisational requirements in relation to promoting a safer custody environment</p>	<p>1.1 identify the legal and organisational responsibilities for the provision of a safer custody environment</p> <p>1.2 describe the characteristics of a safe custody environment</p> <p>1.3 identify the roles and responsibilities of those that contribute to a safer custody environment</p>
<p>2 Know and understand theory, guidelines and organisational procedures in relation to suicide/self-harm awareness and intervention</p>	<p>2.1 identify the signs that can indicate a risk of suicide/self-harm</p> <p>2.2 explain the procedures that staff should go through if they identify a suicide/self-harm risk</p> <p>2.3 describe the factors that can cause a suicide/self-harm attempt</p> <p>2.4 describe procedures for minimising the risk of suicide/self-harm</p>
<p>3 Know and understand theory, guidelines and organisational procedures in relation to bullying and harassment</p>	<p>3.1 identify the signs that can indicate that an individual is subject to abuse</p> <p>3.2 identify the signs that someone is likely to commit abuse</p> <p>3.3 explain the procedures that staff should go through if they suspect/identify cases of abuse</p> <p>3.4 describe procedures for minimising the risk of abuse</p>

Learning outcomes	Assessment criteria
<p>4 Know and understand the impact of mental health issues in a custodial care environment.</p>	<p>4.1 identify common indicators of mental health problems that might be encountered in the custodial setting</p> <p>4.2 explain how mental health problems affect individuals' behaviour, communication and understanding of what is happening</p> <p>4.3 explain the effect of the custodial environment on individuals' mental health and the particular effect it might have on existing mental health problems</p>
<p>5 Know and understand how to record and report involvement with vulnerable people</p>	<p>5.1 explain the legal and organisational responsibilities for recording and reporting involvement with vulnerable people</p> <p>5.2 describe the different types and methods of reporting and recording that are used and the context and situations that they should be used</p> <p>5.3 explain the importance of recording and reporting involvement with vulnerable people</p>

Unit content

1 **Know and understand the legal and organisational requirements in relation to promoting a safer custody environment**

Legal and organisational responsibilities: current and relevant legislative and organisational responsibilities, eg Prison Service Order (PSO) 2700 on suicide and self-harm prevention, The National Offender Management Service, PSO 2710 (follow up to deaths in custody), Corporate Manslaughter and Corporate Homicide Act 2007, local suicide and self-harm management policy

Characteristics of a safe custody environment: secure cell holdings, eg gated cell, safer cell, dirty protest cell; well-equipped, eg emergency response kits; well-staffed, eg trained, appropriate ratio of staff to prisoners, vigilant; support available (peer, family, staff); positive regimes and purposeful activity

Roles and responsibilities of those who contribute to a safer custody environment: roles, eg prison service officer, suicide prevention coordinator, ACCT assessors, governors, safer custody team leader, violence reduction coordinator, specialist, eg doctor, psychiatrist, counsellor, religious advisor; responsibilities, eg follow ACCT procedures, promote safer custody

2 **Know and understand theory, guidelines and organisational procedures in relation to suicide/self-harm awareness and intervention**

Signs that can indicate risk of suicide/self-harm: withdrawn; low mood; refusing visits; isolation; visible signs of self-harm, eg fresh cuts, burn marks, rope marks around the neck; giving all property away; putting affairs in order; unusual behaviour; history of suicide attempts/self-harm

Procedures staff should go through if they identify a suicide/self-harm risk: local organisational procedures, eg opening an ACCT document, keeping the individual safe, recording information on alerts on Pnomis

Factors that can cause a suicide/self-harm attempt: manipulation; attention; mental health issues; relationship breakdown; money concerns external to the prison; housing upon release; family ties; debt within the prison setting; drug induced; bad news; anniversary of an event; copycat suicides; new receptions; newly sentenced; bullying and harassment

Procedures for minimising the risk of suicide: location of the prisoner at risk; identification of the risk; diffusing the plan to commit suicide; harm minimisation plan; local organisational procedures, eg family contact, listeners' scheme, Samaritans helpline, pen-pal scheme, health screening on reception of new arrivals

3 Know and understand theory, guidelines and organisational procedures in relation to bullying and harassment

Signs that can indicate that an individual is subject to abuse: increase/decrease of association; physical wounds/scars; behaving out of character; changing associates/routine; holding weapons to protect themselves; self-harm; attempted/actual suicide; storing medication

Signs that someone is likely to commit abuse: previous history; peer pressure; holding materials that could be made into potential weapons; being seen on the wing with known ring-leaders; being in debt; testing positive for drugs

Procedures that staff should go through if they suspect/identify cases of abuse: violence reduction policy; PSO 2750 on violence reduction; ensure offender feels safe by interviewing them away from others; explore behaviours, reasons and implications; punishment by adjudication; PSO 4000 (incentives and earned privileges); Good Order of Discipline (GOOD) implemented for the bully

Procedures for minimising the risk of abuse: violence reduction policy; protecting the victim; moving the aggressors; local organisational procedures

4 Know and understand the impact of mental health issues in a custodial care environment

Common indicators of mental health problems: aggressive behaviour; distancing self from staff and others; difficulty in getting perspective; needing constant reassurance; repetitive behaviour; inability to apply change; inconsistent behaviour towards staff; unkempt appearance

Ways mental health problems may affect individuals' behaviour, communication and understanding: effects, eg very needy, very isolated, poor communication and understanding

Effect of custodial environment on individuals' mental health: potential effects, eg depression, reduced ability to look after self, mood swings, anxiety and stress, exacerbated existing mental health problems

5 Know and understand how to record and report involvement with vulnerable people

Legal and organisational responsibilities: chapter 1 of PSO 2700 (suicide and self-harm prevention); recording of events/interventions; monitoring behaviour, recording medication/management strategies; local organisational responsibilities

Types and methods of reporting and recording: case notes; wing observations book; sentence plans; medical records; Injury to Inmate – self-harm (F213SH); incident reporting; context and situations methods of recording and reporting should be used, eg on reception of new arrivals, following incidents, following health screening procedures

Importance of recording and reporting involvement with vulnerable people: to monitor progress; audit trail; watch for key triggers and indicators; markers of progress; accountability; create case history; compliance with legislative requirements and organisational policies; aid safeguarding

Essential guidance for tutors

Delivery

Learning outcome 1 requires learners to be familiar with the legal and organisational requirements in relation to a safer custody environment. Tutors should introduce learners to the legislative and local organisational requirements, for example PSO 2700 (suicide and self-harm prevention), which provides instructions on identifying prisoners at risk of suicide and self-harm, and on providing subsequent care and support for such prisoners. This may be done as part of learners' induction training. All staff in contact with prisoners must be trained to at least Assessment, Care in Custody and Teamwork (ACCT) Foundation level.

It is essential that learners understand that providers of custodial care have a duty of care for all prisoners and staff. The principle of 'shared responsibility' within the custodial care environment does not mean that individual members of staff are not accountable.

Learners could discuss in groups the characteristics of a safe custody environment. It would be beneficial, if learners were also aware of what makes an unsafe custody environment in contrast.

Learners could research the various roles and responsibilities of those who contribute to a safer custody environment. Guest speakers, ie those who have such a role, could discuss what their responsibilities are (eg knowing which of their prisoners are on an open ACCT Plan) and learners could examine how these contribute to a safer custody environment.

For learning outcome 2, learners are required to know and understand the theory, guidelines and organisational procedures in relation to suicide/self-harm awareness and intervention. Tutors must ensure learners are familiar with local organisational policies; this may be done through their induction. Use of role play, simulation and case studies can help to inform learners of the signs that can indicate a risk of abuse and the factors that can cause a suicide/self-harm attempt.

Learners should be introduced to the procedures that staff should follow if they identify a suicide or self-harm risk, as well as the procedures for minimising risks.

Learning outcome 3 requires learners to know and understand theory, guidelines and organisational procedures in relation to bullying and harassment. Use of role play, simulation and case studies can help to inform learners of the signs that can indicate an individual is subject to abuse, or is likely to commit abuse.

Learners should be introduced to the procedures that staff should follow if they suspect/identify abuse, as well as the procedures for minimising risks.

Tutors need to ensure that learners are aware of the negative impact that the custodial care setting can have on mental health issues for learning outcome 4. The unfamiliar environment, stringent regimes, and lack of personal freedoms can all have a detrimental effect on individuals' mental health, leading to for example, instances of depression, or exacerbating existing mental health conditions.

It would be beneficial for learners if a specially trained psychologist or mental health worker, who has had experience in dealing with mental health problems encountered in the custodial care environment, discussed with them common indicators of mental health problems, ways that the problems affect individuals, and the effect of custodial environments on individuals' mental health.

For learning outcome 5, learners need to know and understand recording and reporting protocols within the custodial care environment.

Tutors should ensure that learners are familiar with the legislative requirements and local organisational responsibilities for recording and reporting. Tutors should introduce learners to the types and methods of reporting and recording, including the context and situations it is required. This could include a F213SH, observation books, F213, Offender Assessment and Sentence Management (OASys) – PSO 2205, the opening of an ACCT Plan, or use of Pnomis.

It is essential that learners appreciate the importance of recording and reporting involvement vulnerable people, ie those held in custody.

Group discussions and use of case studies would be beneficial in the delivery of this unit. Learners should be encouraged to make constructive contributions, taking account of the sensitive nature and seriousness of the issues being discussed.

Naturally occurring delivery opportunities within the workplace for this unit include training in Assessment, Care in Custody and Teamwork (ACCT) to Foundation level, for example as part of the employee's induction, which will cover some of these aspects of safer custody, or mental health awareness training.

It is advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of safer custody within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to meet all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on the training given to employees at respective organisations, there may be opportunities for learners to meet some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to meet all the assessment criteria.

Holistic methods of assessing all the assessment criteria include learners:

- completing an induction booklet, with a section specifically related to safer custody
- creating a training guide for new starters about safer custody

- undertaking research into safer custody, presenting findings as a written report, or presentation
- producing a reflective account, informed by their experience of contributing to a safe custodial environment, or using case studies to illustrate points.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Health and Safety in Custodial Environments
- Level 3 – Understanding Recording and Reporting in Custodial Environments
- Level 3 – Understanding how to Manage People in Custody with Dependencies and Addictions.

This unit also has links with the NOS in GC5: Develop control for people who are a risk to themselves or others, and GC1: Contribute to the protection of individuals from abuse.

Essential resources

Learners require access to resources detailing legislative requirements, organisational policies, codes of practice, guidelines and procedures, for example PSOs/PSIs, which relate to safer custody.

Indicative resource materials

Textbooks

Towl G and Snow L et al – *Suicide in Prisons* (The British Psychological Society, 2000) ISBN 9781854333292

Journals

Prison Service Journal (HMPS)

Websites

www.hmprisonservice.org

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 8: Understanding Use of Force in Custodial Environments

Unit reference number: R/601/5826

Level: 3

Credit value: 6

Guided learning hours: 50

Unit aim

This unit is about the use of force in custodial environments. Learners should know about theories, legal and organisational responsibilities and implications and consequences of using force.

Unit introduction

This unit develops learners' knowledge and understanding of the use of force within custodial environments.

Learners will explore the legal and organisational requirements in relation to the use of force, including their organisation's Conflict Resolution model, factors that determine the level of force and situations when force is necessary.

Learners will explore the legal and organisational requirements relating to the use of restraints, including types of restraint, context and situations where restraints can be used, and procedures for recording the use of restraints.

Learners will also find out when to use force in custodial environments. They will be introduced to organisational procedures for using force, situations where force may be appropriate, and procedures in relation to the use of excessive force.

Learners will gain knowledge and understanding of the medical implications in relation to the use of force, including symptoms of medical conditions that can result from the use of force, and medical implications to bear in mind in relation to the use of force.

Finally, learners will be introduced to organisational requirements in relation to the use of force and restraints, including recording and reporting, and the documentation that should be used.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand legal and organisational requirements in relation to use of force</p>	<p>1.1 identify legal and organisational legislation, policies, codes of practice and guidelines in relation to use of force</p> <p>1.2 explain the organisation’s Conflict Resolution model</p> <p>1.3 describe the impact factors that determine the options and level of force to be used in conflict/ intervention situations</p> <p>1.4 explain why the use of force may be necessary in custodial environments</p>
<p>2 Know and understand legal and organisational requirements in relation to the use of restraints</p>	<p>2.1 identify legal and organisational legislation, policies, codes of practice and guidelines in relation to the use of restraints</p> <p>2.2 identify the types of restraint that are used in the organisation</p> <p>2.3 describe the context and situations where different types of restraint may be appropriate</p> <p>2.4 describe the organisational procedures for recording the use of restraints</p>
<p>3 Know and understand when to use force</p>	<p>3.1 explain the organisation’s procedures in relation to the use of force</p> <p>3.2 identify the situations where the application of use of force techniques may be appropriate</p> <p>3.3 describe the legal and organisational legislation, policies, codes of practice and procedures in relation to excessive use of force</p>

Learning outcomes	Assessment criteria
<p>4 Know and understand the medical implications in relation to the use of force</p>	<p>4.1 explain the possible medical implications in relation to the use of force</p> <p>4.2 describe the symptoms of medical conditions in relation to the use of force</p>
<p>5 Know and understand organisational requirements in relation to use of force and restraints</p>	<p>5.1 explain the organisational procedures for recording and reporting the use of force and restraints</p> <p>5.2 identify the reports and documentation that are used for recording the use of force and restraints</p>

Unit content

1 Know and understand legal and organisational requirements in relation to use of force

Legal and organisational legislation, policies, codes of practice, guidelines: current and relevant legislative and organisational requirements, eg Criminal law act 1967, Prison Rule 47/Young Offender Institution Rule 50, Human Rights Act 1998, Criminal Justice Act 1991, Prison Service Order (PSO) 1600 (use of force), PSO 1700 (management of segregation units and management of prisoners under rule 45)

Organisation's Conflict Resolution model: avoiding danger, eg role of the staff in preventing potential violence, awareness and anticipation of threats to avoid danger; defusing the situation, eg use of effective communication strategies and interpersonal skills; controlling the situation, eg use of effective communication strategies and interpersonal skills, management of aggression and calming techniques

Factors that determine the options and level of force to be used in conflict/intervention situations: prisoner, eg age of prisoner, history of violence, disability, medical history (physical, psychiatric, personality), media interest, investigations (Ombudsman, inspectors, audits), security (escalation, decoy), prejudice, availability of trained staff

Why use of force may be necessary: violent assaults on staff/prisoners; fighting; damaging property; preventing suicide/self-harm; maintaining a safe and secure environment; dealing with prisoners with dangerous and severe personality disorders (DSPD)

2 Know and understand legal and organisational requirements in relation to the use of restraints

Legal and organisational legislation, policies, codes of practice and guidelines: current and relevant legislation, eg Criminal Law Act 1967, Prison Rule 47/Young Offender Institution Rule 50, Human Rights Act 1998, Criminal Justice Act 1991; local organisational policies, eg PSO 1600 (use of force), PSO 1700 (management of segregation units and management of prisoners under rule 45)

Types of restraint that are used in the organisation: restraints, eg extendable baton, side-arm baton, ratchet handcuffs, body belt, special accommodation, protective clothing, Control and Restraint (C&R), personal protection

Context and situations where different types of restraint may be appropriate: violent assaults on staff/prisoners; fighting; damaging property; preventing suicide/self-harm; maintaining a safe and secure environment; dealing with prisoners with dangerous and severe personality disorders (DSPD); concerted indiscipline; cell removals (planned, spontaneous); adjudications; relocations (planned and spontaneous)

Organisational procedures for recording use of restraints: local organisational procedures, eg use of force form, F213 Injury to Prisoner form, use of force incident file, Independent Monitoring Board (IMB), Data Collection Unit

3 Know and understand when to use force

Organisation's procedures: local organisational procedures, eg recording and reporting use of force, dealing with incidents using force

Situations where application of use of force techniques may be appropriate: violent assaults on staff/prisoners; fighting; damaging property; preventing suicide/self-harm; maintaining a safe and secure environment; dealing with prisoners with dangerous and severe personality disorders (DSPD); concerted indiscipline; cell removals (planned, spontaneous); adjudications; relocations (planned and spontaneous)

Legal and organisational legislation, policies, codes of practice and procedures in relation to use of excessive force: current and relevant legislative and organisational requirements, eg Criminal Law Act 1967, Prison Rule 47/Young Offender Institution Rule 50, Human Rights Act 1998, Criminal Justice Act 1991, Prison Service Order (PSO) 1600 (use of force), PSO 1700 (management of segregation units and management of prisoners under rule 45), local organisational policies

4 Know and understand the medical implications in relation to the use of force

Possible medical implications: vulnerable body areas (ears, eyes, nose, throat/neck, head, solar plexus, groin); risk of injury; risk of worsening existing medical conditions; complications arising from sickle cell disease/trait

Symptoms of medical conditions in relation to use of force: symptoms, eg bruising, loss of consciousness; medical conditions, eg positional asphyxia, excited delirium, psychosis

5 Know and understand organisational requirements in relation to use of force and restraints

Organisational procedures: organisational procedures, eg use of force form, F213 Injury to Prisoner Form, use of Force Incident File, informing the duty governor/director/controller, prison doctor, Independent Monitoring Board (IMB), Data Collection Unit

Reports and documentation that are used for recording the use of force and restraints: reports and documentation, eg use of force form, F213 Injury to Prisoner Form, Pnomis, medical notes

Essential guidance for tutors

Delivery

For the delivery of this unit, learners could conduct research, using relevant websites, for example to find out details of Prison Service Orders (PSOs). This could be done in groups, with each group researching a particular PSO and presenting their findings to the rest of the class.

Often, PSOs are difficult to read and interpret, so tutor assistance should be provided. This will develop learners' research and comprehension skills.

For learning outcome 1, learners need to be introduced to the legislation and organisational requirements in relation to the use of force. It is essential that learners are aware of their organisational policies, which may be delivered through their induction/training.

Tutor-facilitated discussions about the organisation's Conflict Resolution model, factors that determine the use of force and the necessity of force would be beneficial for learners.

Learners must appreciate that it is the prisoner who largely determines the level of force to be used, and their age, behaviour and physical health all have a bearing on the level of force to be used, if any.

Learners could discuss their experiences of using force, or guest speakers could discuss case studies where force was involved. Tutors could make use of group work, facilitating and thought showering exercises to develop and reinforce learners' understanding.

For learning outcome 2, learners need to know and understand the legal and organisational requirements in relation to the use of restraints. Learners need to be familiar with the legislative and organisational requirements/procedures, the range of restraints available, and the context/situations where use of restraints may be appropriate. Case studies would be beneficial in illustrating when use of restraints is suitable.

Learning outcome 3 requires learners to know and understand when to use force. It is imperative that learners are familiar with their organisation's procedures and the situations where force may be appropriate. Guest speakers, such as people specially trained in use of force, could talk to learners to enhance their knowledge and understanding.

For learning outcome 4, a talk by a doctor on medical implications and symptoms in relation to the use of force would be beneficial for learners.

For learning outcome 5, learners should be introduced to the organisational procedures for recording and reporting the use of force and restraints, including the reports and documentation that should be used.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of the use of force in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Learners could create a written report on the use of force in custodial environments. This could involve conducting research and use of case studies to achieve all the assessment criteria. Alternatively, learners could create a presentation of their findings.

Alternatively, assessors could devise smaller assignments to cover all the criteria, including:

- creation of a handbook for new starters on legislation and organisational requirements (1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.3, 5.1, 5.2)
- reflective account or written research producing into factors that determine the level of force used (1.3), the necessity of force (1.4), context and situations where force and use of restraints may be appropriate (2.3 and 3.2), medical implications and symptoms related to force (4.1 and 4.2), using case studies.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding Interpersonal Skills in Custodial Environments
- Level 3 – Understanding Safer Custody
- Level 2 – Understanding Recording and Reporting in Custodial Environments.

This unit also links with the NOS in FF3: Control and restrain individuals.

Essential resources

Learners need access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to use of force. Access to a range of restraints used within the organisation would also be beneficial.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Websites

www.hmprisonservice.org

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 9: Understanding Searching in Custodial Environments

Unit reference number: A/601/5822

Level: 3

Credit value: 4

Guided learning hours: 10

Unit aim

This unit is about searching in a custodial environment. Learners should know and understand the legislation and organisational requirements and the procedures to use when searching.

Unit introduction

Searching is an integral and imperative part of all prison officer roles, Whether it be a routine rub-down search or a full body search, or an area search looking for drugs, explosives and ammunition, it is important that officers remain vigilant in their searches and notice any changes that may have occurred within an area.

Prisoners have a lot of time on their hands and are able to come up with new and unusual hiding areas, such as inside brackets or cereal boxes, therefore it is important to be thorough during all searches.

The purpose of searching is to ensure safety, prevent escape and find unauthorised objects.

This unit develops knowledge and understanding of searching within custodial environments.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand the legal and organisational requirements for searching</p>	<p>1.1 identify the legal and organisational authority for carrying out searches of individuals and operating environments</p> <p>1.2 explain the purpose of searching individuals, and operating environments</p> <p>1.3 explain the importance of respecting individuals and their property during searches</p> <p>1.4 explain the conditions required for searching individuals</p> <p>1.5 explain the purpose of obtaining a declaration for individuals about any unauthorised/prohibited items</p>
<p>2 Know and understand the procedures for searching</p>	<p>2.1 describe the methods and limitations of different search procedures for individuals and different operating environments</p> <p>2.2 identify types of equipment used in searching and when it should be used</p> <p>2.3 describe methods that can be used to hide items</p> <p>2.4 explain the planning process for searching operating environments</p> <p>2.5 describe methods that can be used by individuals to hide themselves or others</p> <p>2.6 describe how to deal with unauthorised/prohibited items</p>

Unit content

1 Know and understand the legal and organisational requirements for searching

Legal and organisational authority: current and relevant legal and organisational requirements, eg 1952 Prisons Act Amendment 8A, Prison Rule 41 (searching procedure), Young Offender Institution Rule 46 (search), PSI 48/201 (searching of person), PSI 48/2010 (searching of the person), PSI 51/2010 (dealing with evidence), PSI 30/2007 (revision of function 3 – searching policy), searching women (PSI 38/2008), PSI 49/2010 (cell area vehicle searching), PSI 005/2009 (use of the Body Orifice Security Scanner (BOSS)), Prison Rule 64 (search of officers), Young Offender Institution Rule 69 (search of officers), PSI 48/2010 (search of person), prison service standard 41 (prisoner communication), Local Security Strategy (LSS)

Purpose of searching individuals and operating environments: maintain a safe and secure environment for staff and prisoners; prevent escapes; crime detection and deterrent; reduce risk of harm to self and others; compliance with legislation and organisational requirements

Importance of respecting individuals and their property: building/maintaining positive relationships; respecting people's cultural/religious beliefs; avoid damage to property; suspicion may be unfounded; maintenance of PACE (preservation and continuation of evidence); compliance with legislative and organisational requirements

Conditions required for searching individuals: must not have full search in line of sight of opposite member of sex; rub down searches on staff, visitors, contractors on entry/exit of prison; dependent on gender

Purpose of obtaining a declaration for individuals about any unauthorised/prohibited items: provides opportunity for individuals to declare unauthorised/prohibited items; individual cannot later place blame on another in event of authorised/prohibited item being found

2 Know and understand the procedures for searching

Methods and limitations of different search procedures: Level A search (rub down on top of clothes, check inside mouth, removal of shoes); Level B search (rub down search on top of clothes); full body search (search of individual and clothes); methods of searching environments, eg using dedicated residential staff or dedicated search team, or using dogs, searching vehicles; limitations, eg hiding items within individual's body during Level A and B searches

Types of equipment used in searching and when it should be used: BOSS chair scanner; search dogs; hand-held metal detectors; mirrors; x-ray machines; x-ray portals; fibre optic cameras

Methods to hide items: hiding within items; hiding within clothes; hiding internally within individuals; adapting clothing, eg secret pockets or lining

Planning process for searching operating environments: routine searches, eg 3/6 monthly cycle; non-routine searches, eg if information is received; individuals given opportunity to declare unauthorised/prohibited items; completion of forms and audit trail kept of searches

Methods used to hide individuals: hiding under beds or behind doors; hiding in toilet areas/workshops

How to deal with unauthorised and prohibited items: maintenance of PACE; handling item with care; placing in evidence bag; completing of information on bag; logging into security department with completed security information report (SIR)

Essential guidance for tutors

Delivery

For learning outcome 1, learners need to know and understand legal and organisational requirements for searching individuals and operating environments. Learners should be introduced to any current and relevant legislation and organisational requirements.

It is important that learners understand the implications of legislation and organisational policies, for example any member of uniformed staff has the authority to rub down any prisoner if they have reasonable suspicion, under Prison Rule 41 Young Offender Institute Rule 46, which also states prisoners will be searched on reception into custody and also that they must not be searched in the line of sight of a member of the opposite sex. Tutor-facilitated class discussions of these meetings would be beneficial for learners.

Learners need to appreciate the purpose of searches and the importance of respecting individuals and their property, for both moral/ethical reasons and compliance with legislative and organisational requirements. Guest speakers, such as the security governor, could discuss examples of the necessity of respecting individuals and their property. Alternatively, the prison imam or chaplain could come in to discuss the importance of respecting others' beliefs.

Learners should be introduced to the conditions required for searching, which could be done as part of their induction. Use of simulation and role play would be beneficial for learners, giving them practical application of the theory.

Tutors need to ensure that learners understand the purpose of obtaining a declaration from individuals about any unauthorised/prohibited items, such as avoiding individuals later on saying they would have informed them of unauthorised items in their possession had they been asked.

For learning outcome 2, learners need to know and understand procedures for searching. Use of role play and simulation would be beneficial for learners. Learners need to be aware of the methods and limitations of search procedures, types of equipment used, methods used to hide items/individuals, the planning process involved in searching, and how to deal with unauthorised/prohibited items. Guest speakers, such as a scenes of crime officer from the local constabulary could come in and provide relevant talks for learners.

It is recommended that delivery of this unit is as practical as possible to stimulate and engage learners, and enable them to apply theory to practice. It is therefore advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of searching in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

This unit can be assessed in a variety of ways. An example of a holistic assignment could be the creation of a handbook or instructional leaflet on searching individuals and operating environments. This should cover the legal and organisational requirements for searching, as well as the procedures for searching. This assignment could cover all the assessment criteria. Alternatively, learners could conduct research in groups and produce either a written report or presentation covering all the assessment criteria.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Operating Securely in Custodial Environments
- Level 3 – Understanding Safer Custody.

This unit also links with the NOS in CK5: Search individuals, accommodation and areas.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to searching. Access to a range of equipment used during searches would also be beneficial for the delivery of this unit.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Websites

www.mylearningtube.co.uk

My Learning Tube

www.hmprisonservice.gov.uk

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 10: Understanding Escorting in Custodial Environments

Unit reference number: A/601/5805

Level: 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about escorting individuals to different locations. Learners should know and understand the organisational procedures before and during escorting, including the roles and responsibilities.

Unit introduction

This unit develops learners' knowledge and understanding of escorting in custodial environments.

Learners will be introduced to organisational procedures used to prepare for escorting, including factors to consider for confirming the suitability of escorts, the resources available and the checks that are necessary.

Learners will explore organisational procedures for escorting individuals to different types of locations, including the types of escort, security and restraint procedures, risk factors associated with escorting, the importance of clear communication between colleagues, particular needs of different types of individual, and the circumstances that contribute to breaches of security.

Learners will also explore how to maintain an individual's welfare during an escort, from the types of guidance and support that individuals may need to the procedures for exchanging information with authorised representatives.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the organisational procedures used to prepare for escorting	1.1 explain the factors to consider for confirming the suitability of escorts 1.2 describe policies, guidelines and procedures in relation to the roles and responsibilities when escorting 1.3 explain the resources available when escorting and the checks that are necessary
2 Know and understand the organisational procedures for escorting individuals to different types of locations	2.1 identify the different types of escort 2.2 explain the security and restraint procedures that should be used when escorting to different locations 2.3 identify the risk factors associated with security when transferring individuals to courts and other environments 2.4 explain the importance of clear communication with colleagues before and during the escort 2.5 identify the particular needs of different types of individuals when being escorted 2.6 explain circumstances which contribute to actual or potential breaches of security
3 Know and understand how to maintain individuals' welfare during an escort	3.1 identify the types of guidance and support that individuals may need in different operating environments 3.2 explain the procedures for exchanging information with authorised representatives of other organisations

Unit content

1 **Know and understand the organisational procedures used to prepare for escorting**

Factors to consider for confirming the suitability of escorts: security level, escape risk, escape history, medical/psychiatric restrictions, disabilities, custodial behaviour, security at destination

Policies, guidelines and procedures in relation to the roles and responsibilities when escorting: local organisational requirements, eg National Security Framework, Standards Manual, local security strategy (LSS), local bed-watch policy document, local escort handbooks, local transport arrangement for escorts, Assessment, Care in Custody and Treatment (ACCT) document, use of restraints, local escort communication policy document, briefing by security department, reception/discharge procedures

Resources available when escorting and checks that are necessary: resources, eg documentation (prisoner's core record, ACCT, route form, inmate medical record (IMR), prisoner escort record (PER), Escape list of prisoners (e-list) documentation, escape packs), mechanical restraints; local organisational policies; checks, eg risk assessment, searching of prisoner/destination/vehicle

2 **Know and understand the organisational procedures for escorting individuals to different types of locations**

Types of escort: internal escorts (domestic visits, work, segregation unit, legal visits, mobile work parties); external escorts (magistrates' court, Crown court, hospital appointments, visiting dying relatives, funerals, weddings, bed-watches, lifer-escorted absences)

Security and restraint procedures: local organisational security and restraint procedures, eg searching of individuals/vehicles/prisoner accommodation at destination, risk assessments, use of mechanical restraints

Risk factors associated with security when transferring individuals: lack of prior preparation; unauthorised removal of restraints; inadequate transport arrangements; unscheduled stops; poor security of the location of prisoners on arrival at destination; lack of supervision of prisoners; conditioning of staff by prisoners; inadequate searching of prisoners, poor positioning of escorting staff; raised security risk posed by e-list and category A prisoners; poor communication between escorting staff/organisation, inadequate briefing by security department

Importance of clear communication with colleagues before and during the escort: enable suitable preparation prior to escort; ensure security of prisoner; reduce risk of prisoner escape

Needs of different types of individuals: Category A prisoners; e-list prisoners; drug users; prisoners with disabilities; mentally ill prisoners; prisoners with medical problems; women; young people; those with religious/cultural needs

Circumstances which contribute to breaches of security: unauthorised removal of restraints; unscheduled stops; positioning of staff; insecure locations; lack of staff vigilance; non-compliance with procedures; conditioning of staff; poor staff communication

3 Know and understand how to maintain individuals' welfare during an escort

Types of guidance and support individuals may need in different operating environments: legal; medical; psychiatric/psychological; familial; religious; pastoral

Procedures for exchanging information with authorised representatives of other organisations: local organisational procedures, eg handing over of PER, sharing of IMR and ACCT information, sharing of relevant security information, sharing risk assessment information, handover/receiving of prisoner's core record, liaising with police

Essential guidance for tutors

Delivery

For learning outcome 1, learners are required to know and understand organisational procedures used to prepare for escorting. Tutors must introduce learners to the current and relevant legislative and local organisational requirements. This includes the policies, guidelines and procedures in relation to the roles and responsibilities when escorting.

Learners could discuss in groups the factors to consider when confirming the suitability of escorts, including policies for liaising with police. Case studies and scenarios could provide learners with useful examples of successful and unsuccessful escorts, which would provide a basis for discussing the factors that played a role in either outcome. Guest speakers, such as those who have acted as escorts, could come in to talk about actual experiences with learners. A simulation of an escort would be a motivating and engaging way of illustrating factors that need to be considered when escorting.

Tutors should familiarise learners with the resources available when escorting and the checks that are necessary.

For learning outcome 2, learners are required to know and understand the organisational procedures for escorting individuals to different types of locations. Role plays and simulations of different types of escort, security and restraint procedures would be beneficial to learners.

Tutor-facilitated discussions about risk factors associated with security when transferring individuals, the importance of clear communication between colleagues before/during the escort, the particular needs of different individuals, and the circumstances which contribute to actual/potential breaches of security would enhance learners' knowledge and understanding. Learners could research instances in the media of breaches in security and the reasons for them, discussing findings with the rest of the class.

For learning outcome 3, learners are required to know and understand how to maintain individuals' welfare during an escort. Guest speakers, for example doctors, psychologists, chaplains, who have provided support to escorted individuals, could discuss with learners the types of guidance such individuals may need.

Tutors should also familiarise learners with local organisational procedures for safely exchanging information with authorised representatives of other organisations.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of escorting in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Possible holistic assignments, to assess all assessment criteria, include learners:

- creating a handbook, for new starters, on escorting within custodial care
- providing short answer responses to questions (either written or oral)
- writing a report, using case studies on escorting individuals in a custodial care capacity.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. This could include, for example, use of questions on escorting during one-to-one meetings between learners and line managers, as part of their induction.

Depending on the training provided to employees at respective organisations, there may be opportunities for learners to meet some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to meet all the assessment criteria.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Operating Securely in Custodial Environments
- Level 3 – Understanding Safer Custody.

This unit also links with the NOS in FE1: Maintain security whilst escorting individuals to courts and other environments.

Essential resources

Learners require access to resources detailing legislative requirements, and organisational policies, for example PSOs/PSIs, which relate to escorting those in custody.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Custodial Review (Pirnet and Custodial Review)

Websites

www.hmprisonservice.org

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 11: Understanding Offending Behaviour

Unit reference number: L/601/5811

Level: 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about offending behaviour. Learners should know and understand the basic characteristics of offending behaviour and the factors that can increase or decrease the chance of individuals offending/re-offending.

Unit introduction

This unit develops learners' knowledge and understanding of offending behaviour, including re-offending and the factors which can cause or reduce the risk of it.

Staff working in the custodial care environment must be able to maintain the balance between keeping in custody those committed by the courts and helping them to lead law-abiding and useful lives in custody and after release. The custodial setting, in particular, focuses on reducing the risk of re-offending and protecting the public.

In this unit, learners will examine how prisoners are assessed in relation to their risk of re-offending and how the identified risks are managed. Learners will also examine the different types of sentence given by the courts and how reduction of the risk of re-offending is important when considering a prisoner as part of the parole process.

Additionally, learners will look at interventions, such as offending behaviour programmes that are identified when sentence planning, sanctions used to encourage prisoner participation with the programmes and work carried out to highlight the victims of crime.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand what offending behaviour is</p>	<p>1.1 identify the types of offending behaviour</p> <p>1.2 identify factors which contribute to offending behaviour</p> <p>1.3 describe the systems that are in place to prevent offending behaviour</p> <p>1.4 explain the different characteristics of offending behaviour that may be displayed by a particular group, such as:</p> <ul style="list-style-type: none"> • young people • adults • males • females
<p>2 Know and understand factors which contribute to sentence planning</p>	<p>2.1 identify the factors that are considered when sentence planning</p> <p>2.2 explain how a sentence plan can influence offending behaviour</p>
<p>3 Know and understand methods for reducing re-offending</p>	<p>3.1 describe the interventions used to reduce re-offending</p> <p>3.2 explain the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour</p>

Unit content

1 Know and understand what offending behaviour is

Types of offending behaviour: hostile; instrumental; cognitive; learned; instinctive

Factors which contribute to offending behaviour: lack of or poor accommodation; lack of employment, training and education; poor health; drugs and alcohol; finance and debt; social factors, eg family, peer pressure; attitudes, thinking and behaviour, eg moral values and self-control

Systems in place to prevent offending behaviour: OASys sentence planning tool; offending behaviour programmes; adjudication process; PSO 4000 (incentives and earned privileges); PSO 2205 (Offender Assessment and Sentence Management (OASys)); PSO 4615 (prolific and other priority offenders' strategy)

Characteristics of offending behaviour: reviewing trends and statistics in offending behaviour, eg non-violent, petty theft, vehicle-related, deceptive, shoplifting, sexual offences

2 Know and understand factors which contribute to sentence planning

Factors that are considered when sentence planning: risk of re-offending; risk to the public; risk in custody

How a sentence plan can influence offending behaviour: reduce risk of re-offending, eg parole; act as a deterrent for future offences committed by others

3 Know and understand methods for reducing re-offending

Interventions used to reduce offending behaviour: organisational interventions, eg Enhanced Thinking Skill (ETS), Cognitive Self Change Programme (CSCP), Substance misuse programmes, Sex Offenders Treatment Programme (SOTP), Victim Awareness (VA), Controlling Anger and Learning to Manage it (CALM), Dangerous Severe Personality Disorder (DSPD) Programme, In-Reach, Kainos – Challenge to Change Programme

Importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour: create empathy and sympathy; reduce likelihood of re-offending

Essential guidance for tutors

Delivery

For learning outcome 1, learners are required to know and understand what offending behaviour is. Tutors could use case studies to exemplify the different types of offending behaviour. Learners could discuss, in groups, the factors which may have contributed to these instances of offending behaviour. Tutors could then introduce learners to the systems that are in place to prevent offending behaviour.

Learners could be split into groups, with each group researching the characteristics of offending behaviour that may be displayed by a particular demographic group (for example young people, adults, males, females). Learners could use statistics from the Home Office on patterns of offending behaviour. Learners could then present their findings to the rest of the class, which are discussed. Alternatively, learners, in groups, could thought shower the different characteristics demonstrated by particular demographic groups. For example, self-control and morality are key individual factors implicated in adolescent offending.

Acts of crime are moral behaviours because they are based on what it is right or wrong to do in a given setting. Specifically, acts of crime are acts that break moral rules. Individuals' attitudes and beliefs about those rules, and their ability to control their actions in accordance with those rules, naturally play a key role in explaining why some individuals break moral rules.

For learning outcome 2, learners are required to know and understand factors which contribute to sentence planning. Learners could research sentences passed in cases in the media, reporting findings to the rest of the class. Learners need to appreciate the effect that sentences can have on offending behaviour, for example acting as a deterrent in some instances to future potential offenders. Tutor-facilitated discussions of factors that are considered when sentence planning, and of ways a sentence can influence offending behaviour will help develop learners' knowledge and understanding of this area. Guest speakers, such as judges and those involved in sentence planning, would aid delivery of this learning outcome.

For learning outcome 3, learners are required to know and understand methods for reducing re-offending. Tutors need to introduce learners to the range of common interventions used to reduce re-offending, including any relevant local organisational policies and schemes. It is worth highlighting the high risk of re-offending and the reasons behind this.

Tutors could facilitate discussions about the importance of considering the impact of crime on victims in relation to helping someone address their offending behaviour. Tutors could use examples from the media.

A lot of the content in this unit requires mature and serious treatment. Tutor-facilitated discussions, constructive class debates and guest speakers will all enhance delivery of this unit.

It is recommended that delivery of this unit is as practical as possible, to stimulate and engage learners, and enable them to apply theory to practice. It is therefore advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace, for example offending behaviour awareness training.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of offending behaviour within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to meet all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. This could include, for example, use of questions on the assessment criteria during one-to-one meetings between learners and line managers, as part of their induction.

Depending on the training provided to employees at respective organisations, there may be opportunities for learners to meet some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Suggestions for holistic assignments, which can be designed to address all the assessment criteria, include learners:

- providing short answers to questions (either in writing or orally)
- creating a guidebook on offending behaviour
- completing worksheets on offending behaviour
- writing a newspaper-style/informative article on offending behaviour
- producing a report or presentation on offending behaviour, using case studies.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding Interpersonal Skills in Custodial Environments.

This unit also links with the NOS in EC1: Support and encourage individuals in addressing their offending behaviour.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to offending behaviour.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Websites

www.hmprisonservice.gov.uk

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 12: Understanding how to Manage People in Custody with Dependencies and Addictions

Unit reference number: J/601/5810

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

This unit is about understanding how to manage individuals with dependencies and addictions in a custody environment. Learners should know the legal and organisational requirements and understand how to support individuals with dependencies and addictions.

Unit introduction

This unit develops learners' knowledge and understanding of how to manage individuals with dependencies and addictions within a custodial environment.

Learners will be introduced to the legal and organisational requirements in relation to dependencies and addictions, including consequences of not complying with legislation, different types of dependencies and addictions, associated risks, and methods/strategies to manage them.

Learners will also explore how to support individuals with dependencies and addictions within custodial settings, from variables that can affect people's wellbeing to difficulties and resources. Learners will also look at the importance of acknowledging individuals' rights to make decisions regarding their dependencies and addictions.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand the legal requirements in relation to addiction	1.1 identify legislation in relation to dealing with people with dependencies and addictions 1.2 describe the consequences of not complying with legislation
2 Know and understand organisational requirements in relation to managing people with dependencies and addictions.	2.1 identify the different types of dependencies and addictions that people in custody may have 2.2 explain the risks associated with different types of dependencies and addictions 2.3 explain the methods/strategies used to manage different dependencies and addictions
3 Know and understand how to support individuals with dependencies and addictions.	3.1 explain the variables that can have an effect on relationships, life-style, recreation and leisure activities, physical and emotional health 3.2 describe difficulties that are likely to arise in attempting to support individuals with dependencies and addictions and identify strategies and methods for alleviating them 3.3 identify the resources available to support individuals with dependencies and addictions 3.4 explain the importance of acknowledging individuals' rights to make decisions regarding their dependencies and addictions

Unit content

1 Know and understand the legal requirements in relation to addiction

Legislation in relation to dealing with people with dependencies and addictions: current and relevant legislation, eg Human Rights Act 1998, The European Convention on Human Rights, The Misuse of Drugs Act 1971, Misuse of Drugs Regulations 2001, 2008-2018 drug strategy, Integrated Drug Treatment System for prisons (IDTS), Drugs Act 2005, The Alcohol Harm Reduction Strategy for England

Consequences of not complying with legislation: increased risk of re-offending; local custodial environments not achieving related targets (KPIs); breach of human rights

2 Know and understand organisational requirements in relation to managing people with dependencies and addictions

Types of dependencies and addictions people in custody may have: alcohol; opiates; hallucinogens; amphetamines; cannabis; solvents and other volatile substances

Risks associated with different types of dependencies and addictions: overdose; dependence; health risks, eg Human Immunodeficiency Virus (HIV), Hepatitis B and C; harm to self (physical, mental); harm to others (physical, mental); cleanliness (social, sterilisation)

Methods/strategies used to manage different dependencies and addictions: National Offender Management Service (NOMS) Drug Strategy; Drug Action Teams (DATs); Drug Interventions Programme (DIP); Counselling, Assessment, Referral, Advice and Throughcare (CARAT); The Alcohol Harm Reduction Strategy for England 2004; Prison Service Alcohol Strategy for Prisoners; treatment programmes, eg detoxification, substitution (ie 'methadone maintenance' programmes); rehabilitation programmes and therapeutic communities; local organisational methods/strategies, eg Voluntary Testing Units, Prison Addressing Substance Related Offending (PASRO), Short Duration Programme (SDP), Alcohol Awareness Courses, Alcohol Treatment Programmes, Alcohol Information Packs

3 **Know and understand how to support individuals with dependencies and addictions**

Variables that can have an effect on relationships, lifestyle, recreation, and leisure activities, physical and emotional health: variables, eg childhood, social skills, mental wellbeing, diet, sleep, dependencies/addictions

Difficulties that are likely to arise in attempting to support individuals with dependencies and addictions: withdrawal symptoms; harm to self (physical, mental); harm to others (physical, mental); rejection of support offered; after-effects of substance use and what the needs of the individual may be following substance use; beliefs and feelings about substance use that may influence behaviour towards the user

Strategies/methods for alleviating difficulties: systems in place to assist withdrawal symptoms; detoxification; rehabilitation; incentives and earned privileges scheme (IEP); Counselling, Assessment, Referral, Advice and Throughcare (CARAT); assistance in disposing of used equipment; non-judgemental support to user, eg dependency awareness training

Resources available to support individuals with dependencies/addictions: NOMS Drug Strategy; Counselling, Assessment, Referral, Advice and Throughcare (CARAT); Drug Action Teams (DATs); National Treatment Agency for Substance Misuse; Treatment Programmes

Importance of acknowledging individuals' rights to make decisions regarding their dependencies and addictions: compliance with legislation, eg Human Rights Act 1998, The European Convention on Human Rights; building trust with user

Essential guidance for tutors

Delivery

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

For learning outcome 1, learners' could research relevant websites in relation to current and relevant legislation about managing people with dependencies and addictions. Learners also need to consider the consequences of not complying with current legislation. Human rights legislation has a major impact in this area. It would also be beneficial for learners if they were introduced to the current and relevant PSOs/PSIs relating to drugs within a custodial environment, for example PSO 3601, 3605, 3610, 3620, 3625, 3630.

Learning outcomes 2 and 3 could be delivered through the use of case studies (examples are provided on the Prison Service and Ministry of Justice websites) and real examples from the custodial system for managing people with dependencies and addictions. For example, groups of learners could review the requirements of local custodial organisational policies, codes of practice and strategies relating to the management of people with dependencies and addictions. These documents detail public service procedures and are therefore complex to read and extract information from, but tutor assistance will help develop learners' research and comprehension skills.

Learners also need to consider the range of difficulties encountered when dealing with these issues. Delivery can be enhanced by groups of learners taking responsibility for researching specific aspects of *unit content* (as agreed with the tutor) and presenting their findings to others, using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches.

Some of the content in this unit requires sensitive treatment. It is essential that learners contribute to discussions in a mature and open-minded manner, and appreciate that one of the difficulties in supporting individuals with dependencies/addictions is stereotypical attitudes and prejudices. Guest speakers, such as doctors, psychologists and specialists that work with those dependencies and addictions in custodial care, will enhance delivery of this unit.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of how to manage people in custody with dependencies and addictions within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. It can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Possible holistic assignments, to assess all assessment criteria, include learners:

- creating a handbook, for new starters, on dealing with those with dependencies/addictions
- providing short answer responses to questions (either written or oral)
- writing a report, using case studies on individuals suffering from dependencies/addictions, within a custodial care capacity.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. This could include, for example, use of questions on the assessment criteria during one-to-one meetings between learners and line managers, as part of their induction.

Depending on the training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 3 – Understanding Safer Custody.

This unit also links with the NOS in GE11: Support individuals who are substance users.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to managing those in custody with dependencies/addictions.

Indicative resource materials

Textbooks

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

Gray D, Lilley T and Toms E – *BTEC Level 3 National Public Services Student Book 2* (Edexcel, 2010) ISBN 9781846907203

Journals

Prison Service Journal (HMPS)

Reports

Prime Minister's Strategy Unit – *Alcohol Harm Reduction Strategy for England*,
March 2004

National Offender Management Service (NOMS) and The National Probation Service (NPS) Working with Alcohol Misusing Offenders – a strategy for delivery

Websites

www.alcoholics-anonymous.org.uk	Alcoholics Anonymous
www.drugscope.org.uk	DrugScope
www.g4s.com	Group 4 Securior
www.hmprisonservice.gov.uk	HMPS
www.justice.gov.uk	Ministry of Justice
www.kalyxservices.com	Kalyx
www.nacro.org.uk/services/prisoners.htm	Nacro
www.niprisonservicegov.uk	Northern Ireland Prison Service
www.prisons.org.uk	Prisons Org UK
www.pmnw.co.uk	Prison Me! No Way!!!
www.prisonerseducation.org.uk	Prisoners' Education Trust
www.reliancesecurity.co.uk/spotlight/police-service/	Reliance Security Group
www.sps.gov.uk	Scottish Prison Service
www.yjb.gov.uk	Youth Justice Board

Unit 13: Understanding Working within a Court Environment

Unit reference number: H/601/5832

Level: 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about the knowledge required when working within court environments. Learners should be aware of the relevant legislation and procedures and protocols that are used.

Unit introduction

This unit will allow learners to investigate working within the court environment in their role as a custody officer. Learners will develop knowledge and understanding of the legislative and organisational frameworks which govern how staff employed in a custodial environment must operate when working in a court environment. Learners will develop knowledge and understanding of the need to ensure that the requirements and protocols of both custodial and court organisations are adhered to as part of their role.

Learners will also develop knowledge and understanding of the needs of different groups of prisoners (such as adult prisoners, high security prisoners, young prisoners, female prisoners, mentally disordered prisoners) when moved from the custodial environment to the court environment and the risk those prisoners might face (and also the risks that they may pose) in the court environment. They will also consider what advice and guidance prisoners may need and what happens after the court has reached its verdict.

Learners will look at the roles of the various criminal justice agency personnel they will work with in the courts and the importance of effective working with personnel from other agencies. Learners will examine the components of the court environment and why familiarity with that environment is important in maintaining security and carrying out their own role.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand the legal and organisational requirements when working within a court environment</p>	<p>1.1 identify legal and organisational policies, codes of practice and guidelines in relation to working within courts</p> <p>1.2 explain why it is important to follow the requirements for working in courts</p>
<p>2 Know and understand the procedures for working within a court environment</p>	<p>2.1 describe the types of needs and risks that individuals have in a new environment and how to respond to these correctly</p> <p>2.2 explain the procedures that should be followed when an actual or potential breach of security is identified</p> <p>2.3 describe the particular needs of women and young people in other environments and how to meet these</p> <p>2.4 explain the types of guidance and support that individuals may need in court and how to provide it</p> <p>2.5 describe the roles and responsibilities when working in a court environment</p> <p>2.6 explain the importance of effective working relationships with other organisations and how to maintain these</p> <p>2.7 identify the officials and the protocols that are used in the court environment</p> <p>2.8 describe different components of the court environment</p> <p>2.9 describe why it is useful to familiarise with the environment</p> <p>2.10 explain what happens as a result of the verdict being announced</p>

Unit content

1 Know and understand the legal and organisational requirements when working within a court environment

Legal and organisational policies, codes of practice, guidelines: current and relevant legislation, eg Criminal Justice and Court Services Act 2000, Section 90/91/92 Powers of Criminal Courts (Sentencing) Act 2000 (Children); local organisational policies, eg standard 14 (escorts), PSI 62/2000 (handcuff application form), PSO 1030 (video links between magistrates' courts and local prisons), PSO 8801 (dress code for staff giving evidence in court); guidelines for working within a court, eg awareness of court being a public building, need to ensure security of prisoners, public, professional court users, risks to prisoner and public of having those in custody in court environment, types of courts (magistrates', Crown, Appeal)

Importance of following requirements for working in courts: need for cooperation between criminal justice agencies in the court setting; need to ensure all agencies follow required procedures and legislative requirements

2 Know and understand the procedures for working within a court environment

Types of needs and risks that individuals have in a new environment, how to respond to these: needs of those in custody (for security, fair treatment, access to refreshments, hygiene requirements, access to legal advice and other professional agencies, access to information pre, during and after the court hearing); needs of specific groups of prisoners (high security, mentally disordered); needs of staff and professional court users for security; risks (for those in custody of attack and escape, for professional court users of violence); ways to respond correctly (following procedures, ensuring prisoners are held securely at all times, use of handcuffs within guidelines, ensuring provision of refreshments and access to hygiene facilities)

Procedures that should be followed when a breach of security is identified: hearing takes place in courtroom with secure dock, change of venue, additional custody officer presence, use of restraints

Particular needs of women and young people, and how to meet these: women (having access to female custody officers); young people (safeguarding, promoting welfare, support workers)

Types of guidance and support individuals may need in court: access to written information pre, during and after the court hearing; access to legal defence; access to support agencies

Roles and responsibilities when working in a court environment: roles (court personnel (administrative, support and judiciary), defence lawyer, custodial officers); responsibilities, eg holding prisoner securely, presenting prisoner to the court, defence and prosecution

Importance of effective working relationships with other organisations, how to maintain these: promote justice and effective operation of judicial system; ways to maintain effective working relationships, eg cooperation between organisations in the court setting, follow required procedures and legislative requirements, effective communication between organisations and their personnel

Officials and protocols used in the court environment: officials (personnel employed by the courts and other criminal justice agencies, administrative personnel, support personnel, judiciary); protocols, eg respect for the functions of the court, dealing with cases justly and fairly, recognising rights of defendants, respecting the interests of witnesses, victims and jurors, dealing with the case efficiently and expeditiously, ensuring appropriate information is available to the court

Different components of court environment: courtroom (dock, bench, jury area, public areas, witness box); public areas (entrance, court rooms, waiting areas, refreshment areas, offices for making applications, paying financial penalties); secure areas (secure entrance, corridors, cells and holding areas, hygiene facilities, docks); access by public, staff, personnel from other criminal justice agencies, those in custody

Why it is useful to familiarise self with the environment: for risk assessment, escorting, locating relevant personnel and facilities

What happens as result of verdict announced: not guilty verdict (release and formal discharge from custody); guilty verdict (remand in custody, securely transfer prisoner to specific establishment; sentencing)

Essential guidance for tutors

Delivery

For learning outcome 1, learners must be introduced to the current and relevant range of legislation, Prison Service Orders (PSOs) and Prison Service Instructions (PSIs) which govern how personnel from the prison service work with the courts. To make this more interesting, it is suggested that case studies/scenarios are devised that encourage learners to research specific legislation and guidance relevant to different groups of prisoners (eg adult prisoners, high security prisoners, young prisoners, female prisoners, mentally disordered prisoners).

To enable learners to become familiar with the court environment, visits to court complexes are recommended. If this is not feasible, the Courts Service has website (including interactive sites) where learners can develop further understanding of the work of the courts.

The case study approach could be extended into learning outcome 2 (2.1, 2.2, 2.3, 2.4, 2.10) based on the same range of different prisoners. Learners could be divided into small groups to research the specific group of prisoners and how they would be transported to the court, enter the court complex securely, be held securely whilst waiting for the hearing, be prepared for the hearing, be prepared for the verdict of the court, be escorted to the court room and be returned to secure court accommodation (and where appropriate to secure custodial accommodation) after the hearing.

Learners' groups could also be directed to review relevant websites, PSOs/PSIs and published reports, which detail the experiences of various groups in the court process.

For 2.5 and 2.6, a good starting point would be to ask learner groups to research different types of courts and the facilities these courts have for the public, court and Criminal Justice Agency (CJA) personnel, and those in custody. Each group could produce a plan of a typical court (magistrates', crown, youth). The plan should clearly identify the different areas in the court and to whom they are accessible.

Learners could draw up a list of the personnel employed by the court and the other professional court users may encounter, when visiting the court in a professional capacity. That list could then be used to provide a role summary for each of the personnel that could be formally presented using ICT, displayed as posters or made into information leaflets.

Assessment criterion 2.9 highlights the need for familiarity with the court environment and it is strongly recommended that a visit to a court complex is arranged, if possible.

Talks and presentations from other personnel in CJAs would help to highlight the importance of all agencies working effectively together to achieve the Criminal Justice objective of dealing with cases fairly and justly, whilst also ensuring cases are disposed of efficiently and expeditiously.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of working within a court environment within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Centres can approach the assessment of learning outcome 1 in a number of ways. A worksheet with written questions requiring short answer responses is a straightforward approach. Alternatively, the case studies mentioned in the delivery guidance could be developed and questions asked at the end of each case study or scenario. Assessment could also be via group discussion or oral question and answer. In both cases this would need to be formally recorded (in written, audio or video format).

For learning outcome 2, if the case study approach to delivery is adopted, the assessment could then be a presentation of group findings in the format of a formal presentation, supported by ICT and by assessor oral questioning, a display or exhibition, or a series of information leaflets.

If the assessment activity has been completed as a group task, there needs to be individual evidence for assessment (which may arise from the individual questioning suggested above, from peer group assessment, or self-reflection and assessment or a combination of these methods). An alternative approach would be to issue individual worksheets for learners to complete which ask questions to cover 2.1, 2.2, 2.3, 2.4 and 2.10.

The assessment for 2.5, 2.6, 2.7, 2.8 and 2.9 could follow on from the activities completed during delivery, with each learner evidencing their knowledge and understanding of the procedures to be followed when working in the court environment. This could include a plan of a court complex, highlighting different areas and access to those areas, and role profiles for the personnel, supplemented with an explanation (which could be written or oral) of the importance of effective working relationships. Any oral evidence must be supplemented by assessor observation records (written, audio or video). Alternatively, learners could be given worksheets to complete to cover assessment criteria 2.5, 2.6, 2.7, 2.8 and 2.9.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding Interpersonal Skills in Custodial Environments.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSO/PSIs, which relate to working in a court environment. Access to different court environments would also be beneficial for the delivery of this unit.

Indicative resource materials

Textbooks

Liebling A, Price D and Shefer G – *The Prison Officer* (Willan, 2010)
ISBN 9781843922698

Joyce P – *Criminology and Criminal Justice* (Willan, 2009) ISBN 9781843925170

Jewkes Y (ed) – *Handbook on Prisons* (Willan, 2007) ISBN 9781843921851

Journals

Criminal Justice Service Alert (monthly e-bulletin)

Prison Service Journal (HMPS)

Websites

www.hmcourts-service.gov.uk	Courts Service
www.direct.gov.uk/en/CrimeJusticeAndTheLaw/Goingtocourt/DG_181615	Direct Gov
moj.coionline.tv/videos/goingtocourtvideo	Direct Gov video
ybtj.cjsonline.gov.uk	You Be the Judge (case studies)

Unit 14: Understanding the Use of Radio Equipment in Custodial Environments

Unit reference number: D/601/5831

Level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about using radio equipment in a custodial environment. Learners should know and understand how to use the radio network, equipment and systems.

Unit introduction

Any unified role within the service will involve the use of a radio, so it is important all individuals have a comprehensive understanding of radio procedure. Radios are used for the transfer of information, and therefore it is necessary that staff communicate clearly and concisely, so as not to block up radio airwaves unnecessarily.

This unit develops learners' knowledge and understanding of the use of radio equipment within custodial care settings.

Learners will be introduced to organisational requirements when operating radio equipment, including the process for checking equipment, components of a radio network, processes for joining/leaving the network, the importance of radio etiquette, how to deal with an emergency incident, and the features and uses of the phonetic alphabet.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know and understand organisational requirements when operating radio equipment</p>	<p>1.1 explain the process for checking radio equipment</p> <p>1.2 identify the components of a radio network</p> <p>1.3 explain the process for joining and leaving the radio network</p> <p>1.4 describe the methods used to communicate clearly and accurately over a radio network</p> <p>1.5 explain why radio etiquette is important.</p> <p>1.6 describe how to deal with an emergency incident</p> <p>1.7 describe the features and uses of the phonetic alphabet</p>

Unit content

1 **Know and understand organisational requirements when operating radio equipment**

Process for checking equipment: check battery is charged; check all parts are in place and in working order, eg aerial; local organisational process

Components of a radio network: main components (main radio control, individual outstations/radio sets, transmitters); CCTV for observation

Process for joining and leaving radio network: joining (all staff with outstation must join the network); leaving (inform radio network when changing duties to be logged off network/new task and call sign can be logged); local organisational process, eg test calls

Methods used to communicate clearly and accurately over a radio network: use of radio protocols to signal start/end of transmissions, eg 'hello', 'over', 'out'; use of clear and concise language, eg providing location and need; use of phonetic alphabet; not using word 'urgent' and 'message' together unless it is an urgent incident

Importance of radio etiquette: ensure clear and effective communication, eg avoid speaking over another transmission; ensure urgent incidents are dealt with quickly

How to deal with an emergency incident: local organisational protocols, eg identification of self (call sign); state 'urgent message'; radio controller stops other traffic on network and switches radio to 'talk-through'; state location and pertinent details of incident

Features of phonetic alphabet: number correlates to each letter from phonetic alphabet; local policies regarding call signs allocated

Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings

Essential guidance for tutors

Delivery

This unit requires learners to know and understand organisational requirements when operating radio equipment. It is essential that tutors introduce learners to any local organisational requirements, procedures and guidelines.

In order to motivate and engage learners, it is recommended that delivery of this unit is as practical as possible. Use of role play, simulation and using radio handsets would all benefit learners' knowledge and understanding. Radio outstations could be used in the classroom and learners could get to know how to handle the outstation, for example the process for checking radio equipment.

Learners could practise communicating transmissions, possibly through the use of simulation. This could involve the process for joining/leaving the network, using methods to communicate clearly and accurately over the network, radio etiquette, protocols for dealing with an emergency, and using the phonetic alphabet. Each learner could be assigned a call sign for this activity, with the tutor acting as the radio controller. Tutors could encourage learners to use the phonetic alphabet.

Guest speakers from the custodial care environment, or other areas (for example ambulance, police, fire services) can discuss personal experiences and case studies to illustrate the importance of radio etiquette. It is essential that learners appreciate that only essential information is conveyed across the network.

Learners could research examples of good and bad practice when it comes to communicating over the radio network, using examples from the media.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of the use of radio equipment in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. Depending on training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Suggestions of holistic assignments, which cover all the assessment criteria, include learners:

- creating an instructional leaflet, for new starters, on the use of radio within custodial environments
- providing short answer responses to questions (either written or oral)
- writing a report, using case studies
- completing worksheets on the use of radio within custodial environments.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding the Use of IT in Custodial Environments.

Essential resources

Learners require access to resources detailing legislative requirements and organisational policies, for example PSOs/PSIs, which relate to the use of radio equipment within custodial environments.

Access to radio equipment is beneficial for the delivery of this unit.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Custodial Review (Pirnet and Custodial Review)

Websites

www.hmprisonservice.gov.uk

HMPS

www.skillsforjustice.com

Skills for Justice

Unit 15: Understanding the Use of IT in Custodial Environments

Unit reference number: H/601/5829

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

This unit is about the use of information technology (IT) in custodial environments. Learners should know and understand the organisational and legal requirements around the use of IT and the different systems and programs that are used.

Unit introduction

This unit develops learners' knowledge and understanding of the use of IT in custodial environments.

Staff working in the custodial care environment, are becoming increasingly dependant on IT to perform various tasks.

By studying this unit, learners will examine how and why various IT systems are used, the purpose of the individual systems and the security procedures that should be adhered to. Additionally, learners should be aware of the correct IT system to access to obtain information on prisoners, to input information relating to prisoners or to access resources to give advice and guidance.

As with any information system, learners need to understand the importance of protecting information, so that only authorised personnel can access the IT system and the consequences of not protecting information.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know and understand organisational and legal requirements in relation to the use of IT	1.1 identify legislation on IT security and data protection that applies in custodial environments 1.2 explain the security procedures and precautions for different types of IT equipment 1.3 explain the importance of following organisational procedures in relation to the use of IT
2 Know and understand how different systems are used in the custodial environment	2.1 identify the different IT systems and programs used in the custodial environment 2.2 explain how the different IT systems are used

Unit content

1 **Know and understand organisational and legal requirements in relation to the use of IT**

Legislation on IT security and data protection: current and relevant legislation, eg Data Protection Act 1998, Freedom of Information Act 2000, Official Secrets Act 1989

Security procedures and precautions for different types of IT equipment: organisational requirements, eg Local Security Strategy (LSS), PSO 9010 (IT Security), PSO 9020 (Data Protection Act 1998 and Freedom of Information Act), PSO 9040 (Internet Policy), current and relevant PSIs, National Security Framework; different types of IT equipment, eg computer

Importance of following organisational procedures in relation to use of IT: security and safety purposes, eg maintain confidentiality of information; compliance with legislative and organisational requirements, eg Handling of Information Professional Standards Code of Discipline

2 **Know and understand how different systems are used in the custodial environment**

Different IT systems and programs: current and relevant IT systems and programs, eg Quantum, Microsoft Office, Microsoft Outlook, Planet FM, Prison National Offender Management information system (Pnomis), Phoenix, Offender Assessment System (OASys)

How different IT systems are used: use of IT systems, eg Quantum, Outlook, Planet FM, Pnomis, Phoenix, OASys

Essential guidance for tutors

Delivery

For learning outcome 1, learners need to be introduced to the legislative and organisational requirements in relation to the use of IT within custodial environments. Tutors should familiarise learners with the current and relevant legislation, and organisational policies/procedures/precautions, including PSOs and PSIs.

It is recommended that learners have an opportunity to access the different types of IT equipment, and appreciate first-hand the differing security procedures and precautions that are needed.

Tutors could facilitate class discussions on the importance of following organisational procedures in relation to the use of IT within custodial environments. This could involve discussion of negative implications of failing to adhere to organisational procedures, particularly within a custodial environment where security is paramount.

For learning outcome 2, it is recommended that learners have an opportunity to use different IT systems and programs which are used within the custodial environment. This will enable them to identify how different systems are used.

It is recommended that delivery of this unit is as practical as possible, to stimulate and engage learners, enabling them to apply theory to practice. It is therefore advised that tutors take advantage of any naturally occurring delivery opportunities in the workplace, eg IT or e-training.

Assessment

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of the use of IT in custodial environments within their organisational guidelines.

This unit is internally assessed and externally verified by Pearson. This unit can be assessed in a variety of ways. Assessors could devise a number of small assignments that cover several of the assessment criteria, ensuring coverage of all assessment criteria. Alternatively, assessors could devise one holistic assignment that covers all the assessment criteria. It is essential that assignments are designed to enable the learner to achieve all the assessment criteria.

Possible holistic assignments, to assess all assessment criteria, include learners:

- creating an instructional leaflet, for new starters, on the use of IT within custodial environments
- providing short answer responses to questions (either written or oral)
- writing a short article on the use of IT within custodial environments.

It is essential for assessors to note that learners' knowledge and understanding of the use of IT in custodial environments is being assessed, and not their IT skills. However, in order to engage learners, assessors could design assignments that require the use of IT in the production of evidence, for example PowerPoint presentations, word-processed reports.

Assessors are advised to take advantage of naturally occurring assessment opportunities in the workplace. This could include, for example, use of questions on the use of IT during one-to-one meetings between learners and line managers, as part of their induction.

Depending on the IT training provided to employees at respective organisations, there may be opportunities for learners to achieve some of the assessment criteria through Recognition of Prior Learning (RPL). However, care must be taken to ensure that learners are given the opportunity to achieve all the assessment criteria.

Presentations delivered orally or oral evidence must be recorded (eg tape recording, video, written transcript) and retained for external verification.

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

This unit forms part of the BTEC custodial care sector suite. This unit has particular links with the following unit title(s) in the custodial care suite:

- Level 4 – Understanding the Use of Radio Equipment in Custodial Environments.

Essential resources

It is strongly recommended that this unit is delivered by an IT practitioner, with experience of the use of IT in custodial environments. This may be the organisation's IT manager.

It would be beneficial for learners to have access to computers and the different IT systems and programs detailed, so they can see first-hand the various uses of IT within custodial environments.

Indicative resource materials

Journals

Prison Service Journal (HMPS)

Custodial Review (Pirnet and Custodial Review)

Websites

www.hmprisonservice.gov.uk

HMPS

www.skillsforjustice.com

Skills for Justice

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Skills for Justice

Centre Court

Atlas Way

Sheffield

S4 7QQ

0114 261 1499

www.skillsforjustice.com

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the public services sector

Level	General/Diploma qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
5		BTEC Level 5 HND Diploma in Public Services		
4		BTEC Level 4 HNC Diploma in Public Services		
3	GCE in Government and Politics Level 3 Advanced Diploma in Public Services	BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/ Extended Diploma in Public Services	BTEC Level 3 Diploma in Knowledge of Custodial Care BTEC Level 3 Certificate/Diploma in Public Sector Practice BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services	Level 3 NVQ Diploma in Custodial Care
2	Level 2 Higher Diploma in Public Services	BTEC Level 2 Certificate/Extended Certificate/Diploma in Public Services	BTEC Level 2 Award/Extended Certificate in Public Sector Practice BTEC Level 2 Award in Improving Health and Fitness for Entry into the Uniformed Public Services	Level 2 NVQ Certificate in Custodial Care

Level	General/Diploma qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1	Level 1 Foundation Diploma in Public Services	Level 1 BTEC Award/Certificate/Diploma in Public Services	BTEC Level 1 Award/Certificate in Public Sector Practice BTEC Level 1 Award in Improving Health and Fitness for Entry into the Uniformed Public Services	
Entry		Entry Level BTEC Award in Public Services (Entry 3)		

Annexe B

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Custodial Care against the underpinning knowledge of the NOS in Custodial Care.

KEY

indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AB1 Communicate effectively with people	#														
FD2 Maintain security and order in the custodial environments		#	#												
AF1 Ensure your own actions reduce risks to health and safety				#											
AA1 Promote equality and value diversity					#										
FB1 Maintain restrictions on individuals' liberty whilst promoting and protecting their rights					#										
FB2 Contribute to planning and reviewing how to meet individuals' needs and rights in the custodial environments					#										

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
GC5 Develop control for people who are a risk to themselves or others							#								
GC1 Contribute to the protection of individuals from abuse							#								
FF3 Control and restrain individuals								#							
CK5: Search individuals, accommodation and areas									#						
FE1 Maintain security whilst escorting individuals to courts and other environments										#					
EC1 Support and encourage individuals in addressing their offending behaviour											#				
GE11 Support individuals who are substance users												#			

Annexe C

Mapping to Level 2 Functional Skills

Functional Skills are separately assessed, the mapping below highlights where delivery opportunities exist.

Level 2	Unit number														
English – speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – reading															
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – writing															
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number														
ICT – using ICT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Plan solutions to complex tasks by analysing the necessary stages															✓
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts				✓											✓
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT – finding and selecting information															
Use appropriate search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Select information from a variety of sources to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number														
ICT – developing, presenting and communicating information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Enter, develop and refine information using appropriate software to meet requirements of a complex task															
Use appropriate software to meet the requirements of a complex data-handling task															
Use communications software to meet requirements of a complex task															
Bring together information to suit content and purpose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Combine and present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information															
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annexe D

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific Learning Aim Reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

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For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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