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Specification

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

For first teaching April 2011

A PEARSON COMPANY

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

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

The Qualification Number for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)   600/1421/0

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 Edexcel.

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

Welcome to the Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

We are delighted to introduce our new qualification, available for teaching from April 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

This qualification is the technical certificate component in the Apprenticeship in Custodial Care, and is designed to give learners knowledge and understanding of custodial care. Once they have achieved this qualification, learners can progress to the Edexcel BTEC Level 3 Diploma in Knowledge of Custodial Care (QCF).

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily 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 justice SSC, 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 Edexcel 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.

Contents

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related, vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning

- learning time – 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 will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

The Edexcel BTEC Level 2 Certificate covers the knowledge and understanding required for the custodial care sector.

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a complementary NVQ or another related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

The Edexcel BTEC Level 2 Certificate can extend learners' knowledge and understanding of work in a particular sector. It is a suitable qualification for those who work in the custodial care sector.

This qualification forms part of the Level 2 apprenticeship in Custodial Care.

Key features of the Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

The Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF) 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
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications
- provide learners with the opportunity to achieve the technical certificate component of the Level 2 Apprenticeship in Custodial Care.

National Occupational Standards

Where relevant, Edexcel BTEC level 2 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). Edexcel BTEC level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Units in the specification identify links to elements of the NOS in *Annexe B*.

The Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF) 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 within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC level 2 qualifications

When combining units for an Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

1 Qualification credit value: a minimum of 24 credits.

2 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)

The Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF) is a 24 credit and 134 guided learning hour (GLH) qualification that consists of seven mandatory units.

Edexcel BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF)			
Unit	Mandatory units	Credit	Level
1	Understanding Operating Safely in Custodial Environments	4	2
2	Understanding Safer Custody	3	3
3	Understanding Searching in Custodial Environments	4	3
4	Understanding Recording and Reporting in Custodial Environments	2	2
5	Understanding the Use of Radio Equipment in Custodial Environments	2	2
6	Understanding How to Support Secure Operations in Custodial Environments	5	2
7	Understanding the Role of Custodial Care Within the Justice System	4	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 assignments' 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 assignments' 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 learners requirements so that they can demonstrate achievement.

Qualification grade

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

In the Edexcel BTEC Level 2 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 Edexcel qualifications must be an Edexcel-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.

- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel 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 Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel 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

Edexcel BTEC Level 2 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 Edexcel.

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 Edexcel BTEC Level 2 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

Edexcel'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 Edexcel'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 Edexcel BTEC Level 2 in Knowledge of Custodial Care is accredited on the QCF 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

Edexcel's policy on access arrangements and special considerations for 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 Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel 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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at 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

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

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

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

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

Guided learning hours

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.

Unit aim and purpose

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.

- *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 Edexcel to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Units

Unit 1: Understanding Operating Safely in Custodial Environments

Unit code:	**J/503/0619**
QCF Level 2:	**BTEC Specialist**
Credit value:	**4**

Guided learning hours: 35

Unit aim

This unit is about the principles and practices behind operating safely in custodial environments. Learners should know about the legislative and organisational requirements for operating safely and the contexts and situations in which manipulation, conditioning and corruption can occur.

Unit introduction

By completing this unit, learners will develop an understanding of the need to create a safe operating environment for custodial contexts and how organisational policies and procedures can support this.

Learners will develop an understanding of manipulation and conditioning and the contexts in which conditioning and manipulation can happen, including examples of methods of conditioning.

Learners will develop an understanding of organisational requirements relating to first–on-scene situations and explore organisational requirements for staff who are first-on-the-scene in their own operating environment.

Learners will then explore organisational policies and procedures designed to prevent corruption in the custodial environment. They will examine what corruption is and how non-compliance with organisational policies and procedures may affect corruption. They will identify how corruption will be reported and to whom. Finally, learners will be able to explain what corruption is and the contexts and situations in which it can arise and how it may be managed.

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 the relevant legal and organisational requirements for operating safely in custodial environments	1.1	Identify legislation relating to operating safely
	1.2	Identify organisational policies, procedures and codes of practice relating to operating safely
2 Understand the contexts and situations in which manipulation and conditioning can occur	2.1	State the process of manipulation and conditioning in custodial environments
	2.2	Explain the contexts and situations where manipulation and conditioning can happen
	2.3	Identify examples of the methods of conditioning
3 Understand organisational requirements relating to first on scene	3.1	Identify current and relevant organisational policies and guidelines relating to first on scene situations
	3.2	Describe own organisational requirements for staff who are first on the scene
4 Understand organisational policies, codes of practice and procedures relating to corruption prevention	4.1	Identify organisational policies, codes of practice and procedures relating to corruption prevention
	4.2	Explain how non-compliance with organisational policies and procedures can affect corruption
	4.3	Identify methods of reporting corruption
	4.4	Identify the person(s) to whom corruption must be reported
5 Understand the contexts and situations in which corruption can occur	5.1	Explain what corruption is in custodial environments
	5.2	Explain contexts and situations where corruption can happen

Unit content

1 **Know the relevant legal and organisational requirements for operating safely in custodial environments**

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 and codes of practice: identifying possible safety risks and ways they are dealt with; categorisation of custodial environments; own organisation's policies and codes of practice relating to operating safely; prison service orders and prison service instructions eg PSO 2700 (suicide prevention and self-harm management, risk assessment), PSO 0200 (standard manual), PSI 50/2010 (covert testing), PSO 0900 (categorisation and allocation); other guidelines (intranet website 'National Security Framework (NSF)', Assessment, Care in Custody and Teamwork (ACCT))

2 **Understand the contexts and situations in which manipulation and conditioning can occur**

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

Contexts and situations where manipulation and conditioning can occur: contexts and situations eg staff relationships, having areas of the prison which are not visible and patrolled, lack of staff rotation, careless talk between staff or between staff and prisoners, complacency of staff

Examples of methods of conditioning: meeting privately/in secrecy; staff receiving/giving prisoner favours/compliments/help

3 **Understand organisational requirements relating to first on scene the contexts and situations in which manipulation and conditioning can occur**

Organisational policies and guidelines: local strategy regarding hostage incident awareness; control and restraint training; National Security Framework (NSF); local security strategies; other organisational hostage awareness guidelines

Organisational requirements for staff: organisational requirements eg identifying situation, isolating the hostage zone, containment, reporting, recording

4 **Understand organisational policies, codes of practice and procedures relating 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 (finance), PSO 8460 (conduct and discipline), performance standard 07 (conduct and discipline), PSO 1310 (anti fraud strategy), PSO 8605 (report wrongdoing)

Effect of non-compliance with organisational policies and procedures: formal investigation following conduct and discipline guidelines; possible actions eg suspension, discipline, dismissal

Methods of reporting corruption: methods eg making note of concerns, verbal/written reports, contacting Fraud Investigation Team's telephone hotline

Person whom corruption must be reported: identified person in organisation eg line manager, duty governor/director, Security Officers, Wing Manager

5 **Understand the contexts and situations in which corruption can occur**

Corruption in custodial environments: improper use of organisation's resources for own gain; accepting bribes and inducements; 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

Contexts and situations of corruption: contexts and situations eg where there is benefit to staff, prisoners, contractors, suppliers

Essential guidance for tutors

Delivery

It is recommend that delivery and assessment of Unit 1 and Unit 6 are linked so learners can appreciate how operating safely and operating securely in the custodial environment are linked. Learning outcome 1, for example, in both Unit 1 and Unit 6 relate to the same body of legislation, policies, codes of practice and organisational procedures.

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 own place of work.

For delivery of learning outcomes 1 and 4, learners could be divided into groups and asked to research specific PSOs/PSIs and summarise them in a short presentation or on a poster for the benefit of the whole group.

For learning outcomes 4 and 5, learners could be asked to work in groups to produce an information leaflet for new staff induction that explains what corruption is, how and to whom corruption should be reported and the ways the organisation deals with non-compliance and corruption.

Learning outcome 2 is best delivered using real examples produced as scenarios or case studies within which learners are asked to identify examples of conditioning and to identify and explain the processes and contexts of conditioning evident in these scenarios.

Delivery of learning outcome 3 could be undertaken in conjunction with training provided by the organisation's hostage negotiation training coordinator. They will have overall responsibility for ensuring that all staff have been trained and understand the procedures and responses required relating to first on scene and how staff who are first on scene must respond within their specific operating environment. Because of the secure nature of policies and guidelines relating to first on scene, the local training coordinator will need to provide access to local guidelines and procedures to deliver this training.

It is recommended that this unit is delivered in as practical a way as possible. This will stimulate and engage learners, and give them the opportunity to operate safely in custodial environments.

It is advised that tutors take advantage of any naturally occurring delivery opportunities that arise 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 operating safely in custodial environments within their organisational guidelines.

This unit is internally assessed and standards are verified by Edexcel. 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.

At least two different examples must be provided where there is a requirement for examples in the assessment criteria, for example criterion 2.3.

Holistic methods of assessing all the assessment criteria include learners:

- producing a report on operating safely in custodial care environments

- writing a news article on manipulation and corruption in custodial environments

- creating a handbook/training induction pack on relevant legislation, organisational policies and procedures, which includes details of examples of manipulation and corruption.

Suggestions of ways of designing three assignments to cover all assessment criteria are given below.

Assessment criteria 1.1, 1.2, 2.1, 2.2 and 2.3 could be covered through use of a case study/scenario of an example of conditioning of (a) a prisoner (b) a member of staff. Learners could be asked to identify relevant legislation, policies and procedures and apply to the examples.

Assessment criteria 3.1 and 3.2 could be assessed as part of training delivered the organisation's hostage negotiation training coordinator.

Assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1 and 5.2 could be assessed as part of a role play scenario, based on a case study of an actual or potential situation linked to corruption in the custodial environment.

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

Presentations delivered orally or oral evidence must be recorded (eg digital 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:

- Unit 2: Understanding Safer Custody

- Unit 6: Understanding How to Support Secure Operations in Custodial Environments.

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

Essential resources

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

Indicative resource materials

Textbooks

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

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

Journals

Criminal Justice Service Alert (monthly e-bulletin)

Prison Service Journal (HM Prison Service)

Websites

www.g4s.com	G4S
www.hmprisonservice.gov.uk	HM Prison Service
	(location for PSOs/PSIs)
www.justice.gov.uk/	Ministry of Justice
www.kalyxservices.com/services/prisons.aspx	Kalyx
psychology.about.com/od/behavioralpsychology	About psychology for conditioning theories
www.skillsforjustice.com	Skills for Justice

AP027077 – Specification – Edexcel BTEC Level 2 Certificate specialist qualification in
Knowledge of Custodial Care (QCF) – Issue 1 – May 2011 © Edexcel Limited 2011

Unit 2: Understanding Safer Custody

Unit code: T/601/5821

QCF Level 3: BTEC Specialist

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

Learning outcomes	Assessment criteria
4 Know and understand the impact of mental health issues in a custodial care environment.	4.1 Identify common indicators of mental health problems that might be encountered in the custodial setting
	4.2 Explain how mental health problems affect individuals' behaviour, communication and understanding of what is happening
	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
5 Know and understand how to record and report involvement with vulnerable people.	5.1 Explain the legal and organisational responsibilities for recording and reporting involvement with vulnerable people
	5.2 Describe the different types and methods of reporting and recording that are used and the context and situations where they should be used
	5.3 Explain the importance of recording and reporting involvement with vulnerable people

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 P-Nomis

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; defusing 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 P-Nomis.

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 standards are verified by Edexcel. 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 digital 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

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 (HM Prison Service)

Websites

www.hmprisonservice.org   HM Prison Service

www.skillsforjustice.com   Skills for Justice

Unit 3: Understanding Searching in Custodial Environments

Unit code:	**A/601/5822**
QCF Level 3:	**BTEC Specialist**
Credit value:	**4**
Guided learning hours: 10	

Unit aim

This unit is about searching in a custodial environment. Candidates 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	
1 Know and understand the legal and organisational requirements for searching.	1.1	Identify the legal and organisational authority for carrying out searches of individuals and operating environments
	1.2	Explain the purpose of searching individuals, and operating environments
	1.3	Explain the importance of respecting individuals and their property during searches
	1.4	Explain the conditions required for searching individuals
	1.5	Explain the purpose of obtaining a declaration for individuals about any unauthorised/prohibited items
2 Know and understand the procedures for searching.	2.1	Describe the methods and limitations of different search procedures for individuals and different operating environments
	2.2	Identify types of equipment used in searching and when each should be used
	2.3	Describe methods that can be used to hide items
	2.4	Explain the planning process for searching operating environments
	2.5	Describe methods that can be used by individuals to hide themselves or others
	2.6	Describe how to deal with unauthorised/prohibited items

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 48/2010 (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; compliance with legislative and organisational requirements including the Police and Criminal Evidence Act 1984 (PACE)

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 standards are verified by Edexcel. 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 a presentation covering all the assessment criteria.

Presentations delivered orally or oral evidence must be recorded (eg digital 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 (HM Prison Service)

Websites

www.hmprisonservice.gov.uk	HM Prison Service
www.mylearningtube.co.uk	My Learning Tube
www.skillsforjustice.com	Skills for Justice

Unit 4: Understanding Recording and Reporting in Custodial Environments

Unit code: T/601/5818

QCF Level 2:   BTEC Specialist

Credit value: 2

Guided learning hours: 8

Unit aim

This unit covers knowledge and understanding of reporting and recording information. Candidates 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, organisational policies, codes of practice and guidelines for recording and reporting information
	1.2	Explain why recording and reporting of information is necessary in the 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
3 Know and understand the legal and organisational requirements in relation to reported information.	3.1 Describe the legal and organisational policies, codes of practice and guidelines in relation to the reporting of information
	3.2 Describe the organisational procedures for reporting information

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 P-Nomis

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 (P-Nomis)); 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 standards are verified by Edexcel. 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 digital 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

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

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

Journals

Prison Service Journal (HM Prison Service)

Websites

www.g4s.com	G4S
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.pmnw.co.uk	The No Way Trust Ltd
www.prisons.org.uk	Prisons Org UK
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 5: Understanding the Use of Radio Equipment in Custodial Environments

Unit code:	**D/601/5831**
QCF Level 2:	**BTEC Specialist**
Credit value:	**2**

Guided learning hours: 10

Unit aim

This unit is about using radio equipment in a custodial environment. Candidates 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 that 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
1 Know and understand organisational requirements when operating radio equipment.	1.1 Explain the process for checking radio equipment
	1.2 Identify the components of a radio network
	1.3 Explain the process for joining and leaving the radio network
	1.4 Describe the methods used to communicate clearly and accurately over a radio network
	1.5 Explain why radio etiquette is important
	1.6 Describe how to deal with an emergency incident
	1.7 Describe the features and uses of the phonetic alphabet

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 standards are verified by Edexcel. 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 digital 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 (HM Prison Service)

Custodial Review (Pirnet and Custodial Review)

Websites

www.hmprisonservice.gov.uk   HM Prison Service

www.skillsforjustice.com   Skills for Justice

AP027077 – Specification – Edexcel BTEC Level 2 Certificate specialist qualification in
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Unit 6: Understanding How to Support Secure Operations in Custodial Environments

Unit code: F/503/0621

QCF Level 2: BTEC Specialist

Credit value: 5

Guided learning hours: 35

Unit aim

This unit focuses on the principles and practices behind creating and maintaining a secure operating environment. Learners should understand the legislation and organisational requirements in relation to security and PINPhone monitoring.

Unit introduction

In this unit, learners will explore the legislation, policies, codes of practice and guidelines in place in the custodial environment, which support the organisation in operating securely.

They will examine their own organisational procedures for operating securely, including both physical and dynamic security.

Learners will also understand the legislation, organisational policies and processes relating to PINPhone monitoring systems and explore their own role and responsibilities in relation to PINPhone monitoring in their own operational environment.

Learners will study the processes they must follow when reporting information relating to PINPhone monitoring and will know reporting lines and to whom information relating to PINPhone monitoring should be reported in their own operational environment.

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 Understand the relevant legislation, organisational processes and procedures for operating securely in custodial environments.	1.1 Identify legislation, policies, codes of practice and guidelines for operating securely
	1.2 Describe organisational procedures for operating securely
2 Understand the 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 Explain organisational procedures relating to physical security
	2.3 Explain organisational procedures relating to dynamic security
3 Understand the legislation and organisational policies and processes relating to Personal Identification Number (PIN) phone monitoring systems in custodial environments.	3.1 Identify the legislation, organisational policies and processes relating to PINPhone monitoring systems
	3.2 Describe own role and responsibilities relating to PINPhone monitoring
	3.3 Explain the process for reporting information relating to PINPhone monitoring
	3.4 Identify the person(s) to whom information relating to PINPhone monitoring should be reported

Unit content

1 **Understand the relevant legislation, organisational processes and procedures for operating securely in custodial environments**

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

Organisational procedures: local security strategy; monitoring security of individuals, property and premises; identifying and responding to breaches in security; operational and emergency security procedures; other security guidelines eg PSO 0200 standards manual (security), PSI 50/2010 (covert testing), PSI 03/2010 (category A security review), PSO (category A prisoners)

2 **Understand the legislation and organisational requirements in relation to security within custodial environments**

Legislation, policies, codes of practice and guidelines: current and relevant legislation, policies, codes of practice and guidelines eg Criminal Justice Acts including Section Three (1) Criminal Law Act 1967, Criminal Justice Act 1991 (subsequent amendments), National Security Framework (NSF), Health and Safety at Work Act 1974 and subsequent amendments, Security Information Report (SIR)

Organisational procedures relating to physical security: local security strategy; defining physical security in relation to monitoring security of individuals, property and premises; identifying and responding to breaches in security; operational and emergency security procedures

Organisational procedures relating to dynamic security: local security strategy; defining dynamic security eg surveillance, intelligence gathering, violence reduction strategies, monitoring prisoner movements; identifying and responding to breaches in security; operational and emergency security procedures

3 **Understand the legislation and organisational policies and processes relating to Personal Identification Number (PIN) Phone monitoring systems in custodial environments**

Legislation, organisational policies and processes: PSO 4400 (Prisoner Communications, Chapter 4, Prisoners' Use of Telephones); PSO 9020 (data protection and freedom of information act); issue of PINPhones to prisoners; requirement for each prisoner to be given a PIN; requirement for each prisoner to key in PIN before making each call; requirement for prisoners to buy credit for their PIN account; requirement for prisoners to comply with terms and conditions of issue of PINPhone

Role and responsibilities relating to PIN phone monitoring: requiring prisoners to pre-select telephone numbers for family, friends and legal contacts; requirement for phone list to be agreed by the prison

Process for reporting information relating to PIN phone monitoring: PSO 4400 (Prisoner Communications — Chapter 4 — Prisoners' Use of Telephones, Annexes A-F); forms detailing terms and conditions of use of PINPhones (forms to be signed by prisoners accepting PINPhone Terms and Conditions); example of notice to prisoners to be placed next to phone; PIN phone helpdesk details; guidance on acquiring additional telephones; guidance on International Calling; guidance on PINPhone International Direct Dial Charges

Person(s) to whom information relating to PIN phone monitoring should be reported: identified person in organisation eg operational manager, police, governor/director

Essential guidance for tutors

Delivery

It is recommended that delivery and assessment of Unit 1 and Unit 6 are linked so that learners fully appreciate how operating safely and operating securely in the custodial environment are linked. For example learning outcome 1 in Unit 1 and learning outcomes 1 and 2 in Unit 6 relate to the same body of legislation, policies, codes of practice and organisational procedures.

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 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 securely in their own place of work.

For delivery of learning outcomes 1 and 2, learners could research specific PSOs/PSIs in groups and summarise them as a poster or series of 'frequently asked questions about security'. They could then outline the benefit of them for all of the learners.

A practical exercise could be set in which learners investigate physical and dynamic security related to a case study of a custodial environment and explain the rationale for the existence of organisational procedures relating to both physical and dynamic security. These could be based on real attempted escapes (details of which can be found on the internet). Input from specialist personnel responsible for security in both the design of case studies and the delivery of the unit would be beneficial.

For learning outcome 3, delivery will be based around PSO 4400 (Prisoner Communications — Chapter 4 — Prisoners' Use of Telephones) and local operational guidelines related to the issue and use of PINPhones in learners' own operational environment.

The specialist personnel responsible for security could be used in the design and delivery of learning and could produce some simulated case study recorded PIN phone conversations for learners to monitor and respond to.

It is recommended that this unit is delivered in as practical a way as possible. This will stimulate and engage learners, and give them the opportunity to support operating securely in custodial environments.

It is advised that tutors take advantage of any naturally occurring delivery opportunities that occur 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 operating securely in custodial environments within their organisational guidelines.

This unit is internally assessed and standards are verified by Edexcel. 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 that occur 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 investigating security in their own operational environment, including the use and monitoring of PIN phones in their own operational environments.

Suggestions for ways of designing two assignments to cover all the assessment criteria are given below.

Assessment criteria 1.1, 1.2, 2.1, 2.2 and 2.3 could be assessed through learners creating PowerPoint slides for a training session to brief new personnel in the custodial environment on the relevant legislation, organisational process and procedures for maintaining physical and dynamic security, and ensuring secure operation within their own operating environment.

Assessment criteria 3.1, 3.2, 3.3 and 3.4 could be assessed through a brief prisoner information sheet detailing issue, use and monitoring of PIN phones (at the learner's own organisation), as well the creation of a staff pocket guide on the issue, use, monitoring, reporting of PIN phones at the learner's own establishment.

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

Presentations delivered orally or oral evidence must be recorded (eg digital 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 in the custodial care suite:

• Unit 1: Understanding Operating Safely in Custodial Environments.

Essential resources

Learners require access to resources detailing current and relevant legislative and organisational requirements, eg PSO/PSIs, which relate to operating securely, the National Security Framework and Local Security Strategy.

Indicative resource materials

Textbooks

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

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

Journals

Criminal Justice Service Alert (monthly e-bulletin)

Prison Service Journal (HM Prison Service)

Websites

www.g4s.com	G4S
www.hmprisonservice.gov.uk	HM Prison Service (location for PSOs/PSIs)
www.justice.gov.uk/	Ministry of Justice
www.kalyxservices.com/services/prisons.aspx	Kalyx
www.skillsforjustice.com	Skills for Justice

Unit 7:   Understanding the Role of Custodial Care within the Justice System

Unit code: A/503/0620

QCF Level 2:   BTEC Specialist

Credit value: 4

Guided learning hours: 20

Unit aim

This unit is about the role of custodial care within the justice system. It focuses on the different types of sentences and custodial settings, the effect of custodial sentences on the offender, and alternatives to custodial care.

Unit introduction

This unit develops learners' knowledge and understanding of the role of custodial care within the justice system.

Learners will examine custodial care environments ranging from adult prisons and young offenders institutions to secure children homes, secure mental health units and immigration removal centres in relation to both public and private providers. Learners will also explore various categories of custodial care environments.

Learners will develop knowledge and understanding of the role of the court system in relation to custodial care and non-custodial care sentencing, and the current issues that impact on the purpose and nature of custodial care. They will also consider ways in which the custodial care system prepares offenders for release, improves offenders' life chances to help reduce re-offending and how custodial care can be seen to punish offenders.

Learners will explore the role of probation trusts and other support services in the resettlement of offenders. They will look at what alternatives to custodial care are currently available and the circumstances where non-custodial sentences would not be appropriate. They will also consider the reasons why non-custodial sentences are utilised.

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 Understand differences between custodial care settings	1.1	Identify the types of custodial environments and categories of prison
	1.2	Explain the differences between public and private custodial care providers
2 Understand the purpose of custodial care	2.1	Explain the role of the courts relating to custodial care sentencing
	2.2	Identify current issues relating to the purpose of and nature of custodial care
	2.3	Identify ways in which the custodial care system prepares offenders for release
	2.4	Explain ways in which custodial care improves the offender's life chances
	2.5	Explain ways in which custodial care can be seen to punish offenders
3 Understand the role of probation service and support services in resettlement of offenders	3.1	Explain the role of probation service and support services in resettlement of offenders
4 Know the alternatives to custodial care	4.1	Identify the types of alternative sentences to custodial care
	4.2	Identify circumstances where non-custodial sentences would not be appropriate
	4.3	Identify reasons why a non-custodial sentence might be applied

Unit content

1 **Understand differences between custodial care settings**

Custodial environments: adult prisons; young offenders institutions (YOIs); secure training centres (STCs); secure children's homes; mental health secure units; Immigration Removal Centres (IRC)

Categories of prison: Category A (high security); Category B; Category C; Category D (open prisons); high security units (HSU); medium secure units (MSU); low secure units (LSU)

Differences between public and private custodial care providers: staffing levels; management structures; funding; staff training; category of establishments; role of establishments

2 **Understand the purpose of custodial care**

Role of courts relating to custodial care sentencing: punish offenders; protect the public; address offenders' behavior; issue sentence that is appropriate for the crime; encourage crime reduction

Current issues relating to purpose of and nature of custodial care: current issues eg dealing with offending behaviour, funding, public opinion, lack of prison spaces, Crime and Disorder Act 1998, Criminal Justice Act 2003, Anti-social Behaviour Act 2003

Ways custodial care system prepares offenders for release: resettlement offering support with drug and alcohol misuse; temporary accommodation; licence requirements (confirming understanding, consequences of breaches); offending behaviour programmes eg Sex Offenders Treatment Programmes (SOTP), Controlling Anger and Learning to Manage it (CALM), Thinking Skills Programme (TSP), Choices, Actions, Relationships and Emotions (CARE), PSO 2300 (resettlement), PSO 3630 CARAT (relating to addressing drug issues), National Association for the Care and Resettlement of Offenders (NACRO), PSO 4000 Incentives and Earned Privileges (IEP)

Ways custodial care improves offender's life chances: acknowledgement of offending behaviour and its impact; assessment of individual behaviour; assessment of associated risks; behavioural factors (physical, social, psychological, emotional); analysis of offending behaviour (triggers to, patterns of); planning provision to address offending behaviour; changing behaviour positively (obstacles to change, ownership and responsibility for decisions)

Ways custodial care can be seen to punish offenders: loss of liberty; incentives to behave eg Incentive and Earned Privileges (IEP) scheme; use of report writing; adjudication and punishment

3 **Understand the role of probation service and support services in resettlement of offenders**

Role of probation service and support services: prepare pre-sentence reports; delivery of offending behaviour programmes (in/out of custodial settings); monitoring of offenders under court order/release licence; National Association for the Care and Resettlement of Offenders (NACRO); Bridging the Gap (BTG)

4 **Know the alternatives to custodial care**

Types of alternative sentences to custodial care: discharges; community sentencing; job training; treatment programmes (anger management, drug abuse, alcohol abuse); curfew orders; electronic tag monitoring; supervision sentence (regular appointments with probation officer/offender manager); activity avoidance eg no visits to pub/football matches; residential sentence (must live at specified place eg probation hostel); community payback eg cleaning litter, public land, removing graffiti, repairing/redecorating community areas; anti-social behaviour orders (ASBO), individual support orders (ISO); court fines; suspended sentence orders; combination orders

Circumstances where non-custodial sentences would not be appropriate: seriousness of crime; culpability of the offender; harm caused by the crime; sentencing intention; offender's criminal history

Reasons why a non-custodial sentence might be applied: type of crime; gravity of crime; offender's personal circumstances; not in the public interest; legislative and sentencing guidelines

Essential guidance for tutors

Delivery

Delivery of this unit will be enhanced if learners have the opportunity to visit local court settings, custodial environments and care providers. If this cannot be arranged, the charity, the No Way Trust, offers talks for learners and its website allows examination of a virtual custodial environment (as does the HM Prison Service website).

For learning outcome 1 learners should research relevant websites in relation to the range of custodial environments and categories of prisons. For example teams of learners could review the requirements for adult prisons, young offenders institutions (YOIs), secure training centres (STCs), secure children's homes, mental health secure units and iimmigration removal centres (IRCs), explaining the differences that they have identified between public and private custodial care providers for these establishments. During the review process, learners could look at the requirements that relate to categories of prisons and custodial environments. Information on categories of prisons can be found in Prison Service Orders (PSO 0900) and Prison Service Instructions (PSI 03/2010) located on the HM Prison Service website.

For learning outcome 2, learners would benefit from visits to local court settings, custodial environments and through care providers to gain an understanding of the purpose of custodial care. This would give them the opportunity to witness the role of the courts relating to custodial care sentencing, the various methods utilised by custodial care establishments to prepare offenders for release and how offenders' life chances are improved by the custodial care system. Opportunities to observe offending behaviour courses both in custodial and non-custodial settings would enhance delivery of this learning outcome.

For learning outcome 3, learners could be introduced to the role of their local probation trust and any other support services that are available to assist in the resettlement of offenders. This should be developed with the use of case studies and scenarios based around the role of the probation service and other support services in the resettlement of offenders. Third sector organisations such as NACRO (National Association for the Care and Resettlement of Offenders) should also be contacted and personnel invited to talk to learners about their work with offenders and the custodial services.

Learning outcome 4 requires learners to research the various alternatives to custodial care. It is important that learners have the opportunity to meet court and probation staff who can explain the reasons why a non-custodial sentence might be applied and the types of non-custodial sentence that are available, as well as the circumstances where non-custodial sentences would be inappropriate. Local probation trust websites are an excellent resource of information on these topics.

It is recommended that this unit is delivered in as practical a way as possible. This will stimulate and engage learners, and give them the opportunity to witness the role of custodial care in the justice sector first-hand.

It is advised that tutors take advantage of any naturally occurring delivery opportunities that occur 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 the role of custodial care within the justice system.

This unit is internally assessed and standards are verified by Edexcel. 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:

- providing short answers to questions (either in writing or orally)

- creating a handbook or guidebook, for new starters, on the role of custodial care within the justice system

- completing worksheets on the role of custodial care within the justice system

- writing a newspaper-style/informative article on the role of custodial care within the justice system

- producing a report or presentation on the role of custodial care within the justice system, using case studies.

Suggestions of ways of designing four assignments to cover all assessment criteria are given below.

Assessment of grading criteria 1.1 and 1.2 could be achieved by putting learners into small groups and tasking each group with researching specific categories of custodial care environments, including information on at least one public and one private custodial care provider. Each group could present their findings to the whole group, using an appropriate method of presentation, eg formal delivery using ICT, a wall display using posters, and an information leaflet. The presentation should include an explanation of the identified differences between public and private custodial care providers.

For grading criteria 2.1, 2.2, 2.3, 2.4 and 2.5 learners could create an induction booklet for new starters that explains the role of the courts relating to custodial care sentencing, ways in which custodial care improves offenders life chances and ways in which custodial care can be seen to punish offenders. Learners will also identify current issues that impact on the purpose and nature of custodial care and the methods utilised to prepare offenders for release.

Grading criterion 3.1 could be assessed utilising a range of case studies or through scenarios where learners are asked to explain the role of the probation service and other support services in resettlement of offenders. Learners' findings can be presented in written or oral format.

For grading criteria 4.1, 4.2 and 4.3 learners could create an information leaflet that identifies the alternatives to custodial care currently available. This should include details on alternative sentences, circumstances where non-custodial sentences would be inappropriate and reasons why a non-custodial sentence might be applied. Grading criterion 4.3 requires learners to consider circumstances when non-custodial sentences would be inappropriate, for example if it was a serious offence and only a custodial sentence was appropriate.

Custodial care service personnel could be asked to contribute to the design and assessment of assignments, including setting assignment briefs and attending events/ presentations, where the outcomes of the work carried out by the learner are reviewed.

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

Presentations delivered orally or oral evidence must be recorded (eg digital 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 links with all the unit title(s) in the qualification.

Essential resources

Talks from relevant custodial care personnel are vital for learners to be able to relate the content of this unit to real custodial care scenarios.

Indicative resource materials

Textbooks

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

Leech M and Cheney D – *The Prisons Handbook (2009)* (Prisons.Org.Uk, 2009) ISBN 9780954482954

Journals

Prison Service Journal (HM Prison Service)

Websites

www.btguk.org/html/aboutus.htm	Bridging the Gap (charity for ex-offenders)
www.direct.gov.uk/en/YoungPeople/ CrimeAndJustice	Direct.gov.uk
www.g4s.com	G4S
www.hmprisonservice.gov.uk/resourcecentre/ psispsos	HM Prison Service (PSOs and PSIs)
www.justice.gov.uk	Ministry of Justice
www.london-probation.org.uk/what_we_do/ work_in_the_courts.aspx	London Probation Trust
www.nacro.org.uk/	National Association for the Care and Resettlement of Offenders
www.pmnw.co.uk	The No Way Trust
www.prisonreformtrust.org.uk/	The Prison Reform Trust
www.sentencingcouncil.judiciary.gov.uk/	The Sentencing Council for England and Wales
www.yjb.gov.uk/en-gb/yjs/SentencesOrders andAgreements	Youth Justice Board

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)

- Functional skills publications – specifications, tutor support materials and question papers

- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008

- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Skills for Justice
Centre Court
Atlas Way
Sheffield
S4 7QQ

Telephone: 0114 261 1499
Email: info@skillsforjustice.com
Website: www.skillsforjustice.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ   0844 576 0026

GCSE   0844 576 0027

GCE   0844 576 0025

The Diploma   0844 576 0028

DiDA and other qualifications   0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the justice sector

Progression opportunities within the framework.

Level	General/Diploma qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		BTEC Level 5 HND Diploma in Public Services (QCF)		
4		BTEC Level 4 HNC Diploma in Public Services (QCF)		
3	Level 3 Advanced Diploma in Public Services	BTEC Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Public Services (QCF)	BTEC Level 3 Diploma in Knowledge of Custodial Care (QCF) BTEC Level 3 Certificate/ Diploma in Public Sector Practice (QCF) BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services (QCF)	Level 3 NVQ Diploma in Custodial Care (QCF)

Level	General/Diploma qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	Level 2 Higher Diploma in Public Services	BTEC Level 2 Certificate/Extended Certificate/Diploma in Public Services (QCF)	BTEC Level 2 Certificate in Knowledge of Custodial Care (QCF) BTEC Level 2 Award/Extended Certificate in Public Sector Practice (QCF) BTEC Level 2 Award in Improving Health and Fitness for Entry into the Uniformed Public Services (QCF)	Level 2 NVQ Certificate in Custodial Care (QCF)
1	Level 1 Foundation Diploma in Public Services	Level 1 BTEC Award/Certificate/Diploma in Public Services (QCF)	BTEC Level 1 Award/Certificate in Public Sector Practice (QCF) BTEC Level 1 Award in Improving Health and Fitness for Entry into the Uniformed Public Services (QCF)	
Entry		Entry Level BTEC Award in Public Services (Entry 3) (QCF)		

Annexe B

National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Specialist qualifications in Knowledge of Custodial Care against the underpinning knowledge of the National Occupational Standards in custodial care.

KEY

\#   indicates partial coverage of the NOS unit

a blank space indicates no coverage of the underpinning knowledge

NOS title	1	2	3	4	5	6	7
FD2: Maintain security and order in the custodial environment	#						
GC5: Develop control for people who are a risk to themselves or others		#					
GC1: Contribute to the protection of individuals from abuse		#					
CK5: Search individuals, accommodation and areas			#				

AP027077 – Specification – Edexcel BTEC Level 2 Certificate specialist qualification in
Knowledge of Custodial Care (QCF) – Issue 1 – May 2011 © Edexcel Limited 2011

Annexe C

Mapping to Level 2 Functional Skills

Level 2	Unit number						
English — speaking, listening and communication	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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**
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓
ICT — finding and selecting information							
Use appropriate search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓
ICT — developing, presenting and communicating information							
Bring together information to suit content and purpose	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number						
ICT – using ICT	1	2	3	4	5	6	7
Combine and present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓
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 Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
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	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
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.
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 on the QCF	BTEC qualification suites on the QCF
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 on the QCF	BTEC qualification suites on the QCF
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)

QCF qualification sizes

Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

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

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.