

# Pearson BTEC Level 3 National Diploma in Uniformed Protective Services



## Specification

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*First teaching from January 2020*

*First certification from 2022*

Issue 4



# **Pearson BTEC Level 3 National Diploma in Uniformed Protective Services**

## **Specification**

First teaching January 2020

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## **About Pearson**

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher-education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualifications in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because whatever your plans in life – whether you decide to study further, go on to work or an Apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners who complete their BTEC National in Uniformed Protective Services will aim to go into employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. We engaged experts to ensure that the content meets providers' needs and that it gives learners quality preparation for progression. We are grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications. In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

## Summary of Pearson BTEC Level 3 National Diploma in Uniformed Protective Services specification Issue 4 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
Removal of references to MyBTEC, as that service is retiring.	Pages 223, 228, 233, 248, 249
Removal of reference to Sample marked learner work, as we don't provide it, this section was included in error.	Pages 224, 249

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



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# Introduction to BTEC National qualifications for the uniformed protective services sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Diploma in Uniformed Protective Services. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of uniformed protective services qualifications offered by Pearson. In the suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher-education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the uniformed protective services sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Uniformed Protective Services (603/5065/9)

Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Services (603/5067/2)

Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Services (603/5069/6)

Pearson BTEC Level 3 National Diploma in Uniformed Protective Services (603/5066/0)

Pearson BTEC Level 3 National Extended Diploma in Uniformed Protective Services (603/5068/4).

The Certificate (180 GLH), Extended Certificate (360 GLH), Foundation Diploma (510 GLH), Diploma (720 GLH) and Extended Diploma (1080 GLH) qualifications in uniformed protective services are not recognised for performance measures.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administration arrangements*. Information on how we can support you with this qualification is given in *Section 10 Resources and support*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning. The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Certificate in Uniformed Protective Services*</b>	180 GLH (220 TQT) Equivalent in size to 0.5 of an A Level. Two units, one of which is mandatory and external. Mandatory content (67%). External assessment (67%).	This qualification is designed to support learners who want an introduction to the uniformed protective services sector. It supports progression to higher education as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Services*</b>	360 GLH (455 TQT) Equivalent in size to one A Level. Four units, two of which are mandatory and one is external. Mandatory content (67%). External assessment (33%).	This qualification is designed to support learners who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study, designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Services*</b>	510 GLH (660 TQT) Equivalent in size to 1.5 A Levels. Five units, four of which are mandatory and one is external. Mandatory content (88%). External assessment (24%).	This qualification covers the fundamentals of the uniformed protective services sector and is designed to support learners who want to study uniformed protective services as a one-year, full-time course, and for those who want to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A Levels.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Diploma in Uniformed Protective Services*</b>	720 GLH (930 TQT) Equivalent in size to two A Levels. Five mandatory units, two of which are external. Learners complete one optional unit totalling 120 GLH and one optional unit totalling 60 GLH or three optional units totalling 60 GLH each. Mandatory content (75%). External assessment (29%).	This qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study and a focus on the uniformed protective services. It can be taken alongside a complementary or contrasting area of study as part of a two-year, full-time study programme. This qualification supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A Levels, and to employment in the uniformed protective services.
<b>Pearson BTEC Level 3 National Extended Diploma in Uniformed Protective Services*</b>	1080 GLH (1400 TQT) Equivalent in size to three A Levels. Thirteen units, seven of which are mandatory and two are external. Mandatory content (67%). External assessment (19%).	This qualification is designed as a full-time, two-year programme of study for learners who want to focus on the uniformed protective services sector, with the aim of progressing to higher education to a related degree course. This qualification supports progression to higher education in its own right.

\*These qualifications are not eligible for performance measures in England.

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Uniformed Protective Services is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

### Key

Unit assessed externally	<b>M</b>	Mandatory units	<b>O</b>	Optional units
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Unit (number and title)	Unit size (GLH)	Certificate* (180) GLH	Extended Certificate* (360 GLH)	Foundation Diploma* (510 GLH)	Diploma* (720 GLH)	Extended Diploma* (1080 GLH)
1 Citizenship and Diversity (Pearson-set)	120			M	M	M
2 Behaviour and Discipline in the Uniformed Protective Services	120	M	M	M	M	M
3 Global Affairs, the Media and the Uniformed Protective Services	60				O	M
4 Physical Preparation, Health and Wellbeing	90			M	M	M
5 Teamwork, Leadership and Communication in the Uniformed Protective Services	120		M	M	M	M
6 Government and the Protective Services	90				M	M
7 Planning for and Responding to Emergency Incidents	120				O	M
8 Custodial Care	60			O	O	O
9 Sociological Perspectives	60			O	O	O
10 Skills for Outdoor Activities and the Uniformed Protective Services	60	O	O	O	O	O
11 Expedition Skills	60	O	O	O	O	O
12 Developing Personal Fitness Programmes	60			O	O	O
13 Introduction to Criminology	60	O	O	O	O	O
14 Principles of Managing Security Threats	60					O
15 Police Powers and the Law	60	O	O	O	O	O
16 Research Skills in the Uniformed Protective Services	60				O	O
17 Understanding the Third Sector	60				O	O

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate* (180) GLH</b>	<b>Extended Certificate* (360 GLH)</b>	<b>Foundation Diploma* (510 GLH)</b>	<b>Diploma* (720 GLH)</b>	<b>Extended Diploma* (1080 GLH)</b>
18 Criminal Investigation Procedures and Practice	60				0	0
19 Professional Development in the Uniformed Protective Services	60	0	0	0	0	0
20 Technological Systems to Support Service Delivery	60				0	0

\*These qualifications are not eligible for performance tables in England.

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their interests and progression choices. In addition, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC Nationals require applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, planning and completing tasks to high standards, which are valued in both the workplace and higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2 Structure*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are two main forms of assessment that you need to be aware of: external and internal.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All units developed for external assessment are of 90 or 120 GLH, to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade is awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

Examinations are used for external assessment of qualifications in the Uniformed Protective Services suite. All learners take the same assessment at the same time, normally with a written outcome.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on external assessments, please see the table in *Section 2 Structure*. For further information on preparing for external assessment see *Section 5 Assessment structure and external assessment*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.

For further information, see *Section 6 Internal assessment*.

## Assessment requirements for the Pearson-set unit

You should also be aware of the specific assessment requirements for *Unit 1: Citizenship and Diversity (Pearson-set)*. Information is provided in the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and internal assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9 Understanding the qualification grade* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Diploma in Uniformed Protective Services

In this section, you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

The uniformed protective services sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services and the prison service. These public services are organised and financed by the government to benefit society. There is a wide range of occupations for graduate entry across the uniformed protective services, including roles in the police service and the armed services. This qualification focuses on, but is not limited to, the uniformed protective services such as the police service, fire and rescue service, armed services and prison service.

### Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Uniformed Protective Services is intended to support progression to further study. Its primary purpose is to support post-16 learners in accessing higher education in public services and related areas, and ultimately for learners to progress to employment in the uniformed protective services. This reflects the shift towards increased graduate employment in the sector, for example in the police service.

The qualification is equivalent in size to two A Levels. It has been designed to be part of a two-year, full-time study programme to be taken alongside another Level 3 qualification. The additional qualification will give more breadth if it is a contrasting subject area or more focus if it is a complementary subject area.

No prior study of the sector is needed but, learners should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications.

### What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers from the uniformed protective services sector have also been involved and consulted so that the qualification content is appropriate and consistent with current practice for learners who choose to enter direct employment in the sector. The qualification gives learners the knowledge, understanding and skills that will prepare them for further study or training.

Everyone taking this qualification will study six mandatory units:

- Unit 1: Citizenship and Diversity
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 6: Government and the Protective Services.

The mandatory content allows learners to develop the essential skills and knowledge identified in the sector, such as discipline, teamwork, communication, sensitivity and openness required to work with diverse groups, looking after vulnerable people and the ability to work collaboratively.

The content also helps learners to develop a healthy lifestyle and the physical fitness skills that are required for entry to a number of uniformed protective services roles.

## What could this qualification lead to?

In addition to the uniformed protective services sector-specific content outlined above, the qualification requires learners to develop the transferable and higher-order skills, such as research, presentation and communication skills, discipline and the ability to be resourceful and work collaboratively, that are highly regarded by higher education and employers.

The qualification is intended to carry UCAS points and is recognised by higher-education providers as contributing to admission requirements for many relevant courses. When combined with other qualifications in a two-year study programme, such as A Levels or another BTEC National qualification, learners can progress to higher education in a range of disciplines, for example:

- BA (Hons) in Criminology and Psychology, if taken alongside A Level Psychology
- BA (Hons) in Social Work, if taken alongside the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care
- BA (Hons) in Sociology, if taken alongside A Level Sociology
- BA (Hons) in Policing, if taken alongside A Level Law
- LLB (Hons) in Law, if taken alongside the Pearson BTEC Level 3 National Extended Certificate in Applied Law.

Learners should always check the entry requirements for degree programmes with the providers.

## Will the qualification lead to employment and, if so, in which job role and at which level?

This qualification is primarily designed to support progression to employment following further study at university. However, it also supports learners progressing directly to employment, if studied as a one-year full-time study programme. It will give learners the knowledge and understanding required to apply for a range of entry-level roles within the Uniformed Protective Services sector, or for employment as an apprentice within the sector, where learners will complete additional training and qualifications to gain the skills and knowledge required to progress in their chosen profession.

## How does the qualification provide employability skills?

In BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories.

- **Cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.
- **Interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation.
- **Intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

### **How does the qualification provide knowledge and skills for higher education?**

All BTEC Nationals provide knowledge and skills that prepare learners for progression to university. The skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and to be active members of a group.

BTEC learners can benefit from opportunities for deep learning, where they are able to make connections between units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- preparation for assessment methods used in a degree.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Diploma in Uniformed Protective Services

##### Mandatory units

There are five mandatory units, three internal (of which one is a Pearson-set assignment) and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

##### Optional units

Learners must complete one optional unit totalling 120 GLH and one optional unit totalling 60 GLH or three optional units with 60 GLH each.

Pearson BTEC Level 3 National Diploma in Uniformed Protective Services				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Citizenship and Diversity (Pearson-set)	<b>120</b>	<b>Mandatory</b>	Internal
<b>2</b>	Behaviour and Discipline in the Uniformed Protective Services	<b>120</b>	<b>Mandatory</b>	External
<b>4</b>	Physical Preparation, Health and Wellbeing	<b>90</b>	<b>Mandatory</b>	Internal
<b>5</b>	Teamwork, Leadership and Communication in the Uniformed Protective Services	<b>120</b>	<b>Mandatory</b>	Internal
<b>6</b>	Government and the Protective Services	<b>90</b>	<b>Mandatory</b>	External
<b>Optional units – learners complete one unit totalling 120 GLH and one unit totalling 60 GLH or three units with 60 GLH each</b>				
<b>3</b>	Global Affairs, the Media and the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal
<b>7</b>	Planning for and Responding to Emergency Incidents	<b>120</b>	<b>Optional</b>	Internal
<b>8</b>	Custodial Care	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Sociological Perspectives	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Skills for Outdoor Activities and the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Expedition Skills	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Developing Personal Fitness Programmes	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	Introduction to Criminology	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Police Powers and the Law	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Research Skills in the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Understanding the Third Sector	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units – learners complete one unit totalling 120 GLH and one unit totalling 60 GLH or three units with 60 GLH each (continued)</b>				
<b>18</b>	Criminal Investigation Procedures and Practice	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Professional Development in the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Technological Systems to Support Service Delivery	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment – units make up 19 per cent of the total qualification GLH. See *Section 5 Assessment structure and external assessment*, and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 2: Behaviour and Discipline in the Uniformed Protective Services</b>	<ul style="list-style-type: none"><li>• Written examination, set and marked by Pearson.</li><li>• 2 hours.</li><li>• 80 marks.</li></ul>	<b>January and May/June.</b> <b>First assessment May/June 2021.</b>
<b>Unit 6: Government and the Protective Services</b>	<ul style="list-style-type: none"><li>• Written examination, set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 70 marks.</li></ul>	<b>January and May/June.</b> <b>First assessment January 2022.</b>

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4 Planning your programme* for more information.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and which appears on qualification certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external. See structure information in <i>Section 2 Structure</i> for full details.
<b>Guided learning hours</b>	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Important centre information</b>	This is designed with learners in teachers in mind. It indicates any advise teachers should give to learners on the focus of the unit.
<b>Summary of assessment</b>	This sets out the type of assessment used and the way in which it is used to assess achievement.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>.</p> <p>All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>This section gives you information to support the implementation of assessment. It is important that this information is used carefully alongside the assessment criteria.</p>
<b>Recommended resources</b>	<p>Suggested resources and links that centres may find useful.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This section gives guidance for each learning aim or assignment on the expectations for Pass, Merit and Distinction standards. The section includes examples and clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This can help you to structure your programme and make the best use of the materials and resources available.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to get employers involved with learners. It will help you to identify the kind of involvement that is most likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title we use, it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2 Structure</i> for full details.
<b>Guided learning hours</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. It includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Links to other units</b>	This section shows the main relationship among units. This section helps you to structure your programme and to make the best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to get employers involved with learners. It will help you to identify the kind of involvement that is most likely to be successful.

## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 5-6* to check which units are available in all qualifications in the uniformed protective services sector.

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# Unit 1: Citizenship and Diversity (Pearson-set)

Level: **3**

Unit type: **Pearson-set and internally assessed**

Guided learning hours: **120**

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## Unit in brief

Learners investigate citizenship and the diverse nature of communities in the UK, together with the rights and responsibilities of citizens and those that serve them.

## Unit introduction

To be able to support communities in the UK effectively, uniformed protective services employees must understand the rights and responsibilities of individuals and the diverse nature of these communities in society. For society to function fairly and effectively, it is essential that uniformed protective services promote equality and diversity, ensuring that all members of society have parity.

In this unit, you will explore the features of communities in the UK and investigate the role of citizenship in society. You will learn about the rights of individuals and explore ways in which both citizens and the uniformed protective services meet their responsibilities. Alongside this, you will investigate the different approaches and methods taken by the UK uniformed protective services to promote diversity and equality of service in a changing world. You will develop analytical and research skills, questioning and interpreting data to support decision making on aspects such as changes in service provision as a result of changing demographics and other factors.

This unit will support progression to higher-education courses that focus on diversity and inclusive practice, equality and the community. An understanding of how society and the uniformed protective services work together is also relevant for progression to an Apprenticeship and employment in a variety of roles in the uniformed protective services.

## Summary of assessment

This unit is assessed through a centre-set assignment. The assignment brief (set by the centre), will be based on a theme provided by Pearson (this will change annually). The theme and chosen topic of the theme will enable learners to explore a relevant and current topical aspect of citizenship and diversity in a protective services context. Learners will be required to research, interpret and analyse a range of information focused on a particular area of interest relevant to their qualification.

**Please refer to the accompanying *Pearson-set Assignment Guide* and the *Pearson-set Theme and Topic Release* document for further support and guidance on the delivery of the Pearson-set unit.**

## Learning aims

In this unit, you will:

- A** Explore the key features of society
- B** Explore the rights and responsibilities of individuals and the protective services
- C** Investigate the role of protective services in ensuring equality of service
- D** Investigate the changes in society that impact on citizens and the protective services.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the key features of society	<b>A1</b> Key features of society <b>A2</b> Citizenship <b>A3</b> Diversity <b>A4</b> Concept of community cohesion <b>A5</b> Active citizenship	Assignment briefs for this unit must be based on a theme and topic that is released by Pearson annually. You will select one of the topics based on the theme and construct and design an assignment brief based on the topic selected. All learners must complete the assignment for the chosen topic in order to achieve the learning outcomes for this unit. There should be no more than two assignment briefs to cover all learning outcomes.
<b>B</b> Explore the rights and responsibilities of individuals and the protective services	<b>B1</b> Human rights <b>B2</b> Legal rights <b>B3</b> Human rights organisations and their local, national and international influences <b>B4</b> Responsibilities of individuals, society and protective services	
<b>C</b> Investigate the role of protective services in ensuring equality of service	<b>C1</b> Policies and procedures used to promote equality and diversity <b>C2</b> Diversity within the protective services <b>C3</b> Equality of service to users	
<b>D</b> Investigate the changes in society that impact on citizens and the protective services	<b>D1</b> Government policy <b>D2</b> Demographic change <b>D3</b> Technology and the media	

## Content

### A Explore the key features of society

#### A1 Key features of society

- Multiculturalism.
- Democracy.
- Rule of law.
- Identity, e.g. ethnic nationalism, civic nationalism.
- Continuity to ensure uninterrupted administration of the country.
- Security, e.g. national and day-to-day.
- Ways in which groups of people are organised.

#### A2 Citizenship

- Legal citizenship.
- Ways to become a legal citizen of the UK, e.g. birth right, naturalisation, registration.
- Requirements and process of becoming a legal citizen of the UK by birth right or naturalisation.
- Documentary records, e.g. passports, birth certificates, national insurance numbers, visas and work permits.
- Moral citizenship, e.g. obeying the law, protecting the environment, prioritising the needs of society
- Engaging with society, e.g. voting, attending community events, volunteering.
- The benefits to society of citizenship, e.g. reduced criminal activity, cleaner environment, reduced demand for the provision of protective services, community cohesion.
- Discrimination as a barrier to moral citizenship, e.g. homophobia, institutionalised racism, prejudice, ageism, racism, mental health, sexual discrimination.

#### A3 Diversity

- Factors that are linked to diversity in the community, e.g. age, disability, mental health, employment status, ethnic origin, gender, marital status, religion, race, sexual orientation.
- Composition of the local and national community, e.g. age, country of birth, employment status, ethnicity, gender, health and disability, level of education, lone-parent households, marital status, religion.
- Impacts on protective services provision at local and national level.
- Immigration and border control:
  - legislation.
- Government agencies and bodies with responsibility for immigration processes and enforcement.
- Types of enforcement, e.g. economic, asylum seeker and refugee.
- Economic impact of immigration.
- Discrimination:
  - direct
  - indirect.
- Equality:
  - definition of equality
  - benefits to individuals, communities and the uniformed protective services.

#### **A4 Concept of community cohesion**

Key terms and concepts used in relation to community cohesion in society.

- Shared values, e.g. British values, democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Equal opportunity.
- Integration, e.g. interculturalism, meaningful interaction, sense of belonging, resilience to extremism, civic pride.
- Assimilation.
- Isolation.
- Ethnocentricity.

#### **A5 Active citizenship**

- Qualities of good and active citizens, e.g. community engagement, participating in community activities, engaging politically, volunteer working in the protective services.
- Volunteering in the community, e.g. fundraising, raising awareness of community issues.
- Adding value and supporting society, e.g. protecting the environment, challenging injustice, promoting equality and diversity, improving society.

### **B Explore the rights and responsibilities of individuals and the protective services**

#### **B1 Human rights**

- Difference between human rights and legal rights.
- United Nations Universal Declaration of Human Rights:
  - outline of international rights and freedoms
  - enforcement
  - violations.
- European Convention on Human Rights:
  - scope and key articles.
- Classification into types of right:
  - absolute
  - qualified
  - limited
  - incorporated into UK law via human rights legislation
  - conflict of rights.
- Statutes and regulations current at the time of teaching should be used.
- Geneva Convention:
  - outline and main conventions
  - enforcement.
- Classification of rights:
  - civil and political
  - economic, social and cultural.
- Rights of individuals when accessing services, e.g. access to high-quality services, treated without discrimination, confidentiality, individual choice when using services, humane treatment, specific rights relating to the criminal justice system, support with language and communication, equality.

**B2 Legal rights**

- Equality legislation:
  - protected characteristics
    - age
    - disability
    - gender reassignment
    - marriage and civil partnership
    - pregnancy and maternity
    - race
    - religion or belief
    - sex
    - sexual orientation.
- Duty to make reasonable adjustments for people with physical and mental disabilities.
- Prohibited conduct:
  - harassment
  - victimisation.
- Provision of services to meet needs.
- Data protection legislation:
  - the data protection principles
  - conditions of when data is fairly and lawfully processed
  - approaches taken to data protection by protective services personnel
  - breaches in data protection.
- Freedom of information (FIA) legislation:
  - the two ways the FIA provides public access to information held by protective services
    - obligation on protective bodies to publish information about their activities
    - members of protective services entitled to request information
    - examining requests made and their impact on public awareness
  - Regulation of Investigatory Powers Act 2000 and subsequent legislation
    - scope
    - potential use/misuse.
- Investigatory Powers Act 2016 and subsequent legislation:
  - scope
  - surveillance.
- Impact of human rights and equal opportunities legislation on:
  - UK protective services providers
  - UK protective services employees
  - citizens.

**B3 Human rights organisations and their local, national and international influences**

## International organisations

- United Nations:
  - purpose
  - outline structure
    - main institutions
    - General Assembly
    - United Nations (UN) Security Council.
- North Atlantic Treaty Organization (NATO):
  - purpose
  - role in humanitarian issues.
- European Union purpose and outline structure of main institutions.

Local and national organisations:

- Equality and Human Rights Commission.
- Liberty.
- Citizens Advice.

Other organisations:

- UK Supreme Court.
- European Court of Human Rights.
- International Criminal Court.
- Amnesty International.

#### **B4 Responsibilities of individuals, society and protective services**

- Responsibilities of individuals, e.g. to other individuals in society, as members of society, as users of protective services, as protective services employees.
- Responsibilities of protective services, e.g. to users of protective services, as employers, to society.

### **C Investigate the role of protective services in ensuring equality of service**

#### **C1 Policies and procedures used to promote equality and diversity**

- Organisational level:
  - mission/vision statements
  - equal opportunities policies and practices, inclusive practice.

#### **C2 Diversity within the protective services**

- Development of a diverse workforce, e.g. recruitment and selection policies and procedures, positive action to avoid discrimination, government target setting for recruitment and retention.
- Support mechanisms:
  - staff unions/federations
  - minority support groups.
- Awareness training.
- Employment policies and procedures:
  - grievance
  - whistleblowing
  - anti-harassment procedures.

#### **C3 Equality of service to users**

- Service to individuals:
  - meeting the needs of individuals
  - meeting the expectations of individuals
  - balancing the needs of individuals with the needs of the community.
- Supporting and protecting:
  - vulnerable people
  - people in times of crisis
  - safeguarding
  - individuals in custody or on remand.
- Working with groups and individuals in society, e.g. group and individual liaison officers, protective awareness campaigns and initiatives.
- Accessibility by service users and adaptations within the workplace for employees with additional needs.
- Recognising the needs of citizens:
  - approaches used to identify the needs of citizens.
- Impact of providing equality of service.

- Impact on other supporting statutory protective services: NHS and ambulance service, Highways England, coastguard, third sector organisations such as St John Ambulance, Salvation Army.
- Communicating with residents and reassuring them regarding equality of access.
- Planning methods of communication with residents.
- Taking steps to implement strategies that have been communicated.
- Reviewing effectiveness of community communication and steps taken to provide reassurance.

## **D Investigate the changes in society that impact on citizens and the protective services**

### **D1 Government policy**

The impact of government policy on citizens and protective services.

- Protective sector spending, e.g.:
  - changes in funding levels
    - impact of direct departmental budgetary funding reductions/increases
    - impact of indirect departmental budgetary funding reductions/increases
  - changes in service provision
    - closure of police- and fire stations
    - reduction in range of services
  - changes in workforce
    - civilian roles
    - volunteer roles
    - private sector
    - voluntary sector.
- Government policy on human rights issues.
- Government changes in legislation.
- Governmental responses to international events.
- National events/issues:
  - terrorism
  - civil unrest
  - cybercrime.

### **D2 Demographic change**

Key reasons for demographic change and the impact of demographic change on society and the provision of protective services.

- Factors, e.g. age, sex, education, income, marital status, religion, birth rate, death rate, family size, immigration.

### **D3 Technology and the media**

The ways in which changes in technology and media can impact society and the protective services.

- Technological:
  - use of technology by citizens
  - use of technology by protective services
  - change of skills set for protective services employees
  - impact of technology on the health of individuals.
- Media:
  - role of media
  - types of media
  - public perceptions of protective services as influenced by mainstream and social.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the key features of society</b>		
<p><b>A.P1</b> Describe how citizenship and diversity can be influenced by the key features of society.</p> <p><b>A.P2</b> Explain the impacts that active citizenship can have on community cohesion.</p>	<p><b>A.M1</b> Analyse the role that active citizenship can play in citizenship, diversity and community cohesion.</p>	<p><b>A.D1</b> Evaluate the importance of active citizenship in relation to citizenship, diversity and community cohesion.</p>
<b>Learning aim B: Explore the rights and responsibilities of individuals and the protective services</b>		
<p><b>B.P3</b> Describe the key features of human and legal rights.</p> <p><b>B.P4</b> Describe the responsibilities of individuals, society and protective services.</p> <p><b>B.P5</b> Explain the role of local, national and international organisations in protecting human and legal rights.</p>	<p><b>B.M2</b> Analyse the role of local, national and international organisations in protecting human and legal rights.</p>	<p><b>B.D2</b> Evaluate the role of local, national and international organisations in protecting human and legal rights.</p>
<b>Learning aim C: Investigate the role of protective services in ensuring equality of service</b>		
<p><b>C.P6</b> Explain how policies and procedures are used in a protective services context to develop a diverse workforce and ensure equality of service to users.</p>	<p><b>C.M3</b> Analyse how policies and procedures are used in a protective services context to develop a diverse workforce and ensure equality of service to users.</p>	<p><b>C.D3</b> Evaluate the use of policies and procedures in a protective services context to develop a diverse workforce and ensure equality of service to users.</p>
<b>Learning aim D: Investigate the changes in society that impact on citizens and the protective services</b>		
<p><b>D.P7</b> Explain the impacts of government policies and the media on citizens and protective services.</p> <p><b>D.P8</b> Describe how demographics and changes in technology can impact on citizens and the protective services.</p>	<p><b>D.M4</b> Analyse the impacts that changes in government policy, demographics, technology and the media can have on citizens and the protective services.</p>	<p><b>D.D4</b> Evaluate the impacts that changes in government policy, demographics, technology and the media can have on citizens and the protective services.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

Assignment briefs for this unit must be based on a theme and topic released by Pearson annually. You will select one of the topics based on the theme and construct and design an assignment brief based on the topic selected.

All learners must complete the assignment for the chosen topic in order to complete learning outcomes for this unit.

There should be no more than two assignment briefs to cover all learning outcomes.

## Further information for teachers and assessors

### Recommended resources

Suggested resources and links that centres may find useful are shown below. Centres should choose the resources that are relevant for localised use and complement these with additional resources to support independent research into the chosen topic. Resources should range from reports, website articles, theoretical and academic texts, journal articles.

Type of resource	Resource titles/subject	Links
Online podcast	<i>Race equality in the NHS workforce</i> – a podcast about big ideas in health and care	kingsfund.org.uk
Periodic review	<i>Protecting Human Rights</i>	equalityhumanrights.com
Published report	<i>Human Rights Inquiry</i>	equalityhumanrights.com
Published guide	<i>Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018</i>	assets.publishing.service.gov.uk
Published report	<i>Quotas and targets: How do they affect diversity progress</i>	cipd.co.uk
Published report	<i>Diversity and inclusion in the workplace: Understand what diversity and inclusion mean in the workplace and how an effective D&amp;I strategy can support business</i>	cipd.co.uk
Published report	<i>Metropolitan Police Service Inclusion and Diversity Strategy 2017–2021</i>	met.police.uk
Published report	<i>Ministry of Defence – A Force for Inclusion: Defence Diversity and Inclusion Strategy 2018–2030</i>	assets.publishing.service.gov.uk
Published report	<i>An inclusive fire service – recruitment and inclusion</i>	local.gov.uk

Type of resource	Resource titles/subject	Links
Published report	<i>Human Rights and Business 2017: Promoting responsibility and ensuring accountability: Government Response to the Committee's Sixth Report of Session 2016–17</i>	publications.parliament.uk
Published report	<i>Enforcing Human Rights</i>	publications.parliament.uk
Published report	<i>Citizenship and Civic Engagement in the 21st Century – Select Committee on Citizenship and Civic Engagement The Ties that Bind: Citizenship and Civic Engagement in the 21st Century Report of Session 2017–19 – published 18 April 2018 – HL Paper 118</i>	publications.parliament.uk
Published report	<i>The Lammy Review</i>	assets.publishing.service.gov.uk
Published report strategy	The Home Office – <i>Diversity and Inclusion Strategy 2018–2025: Inclusive by Instinct</i>	assets.publishing.service.gov.uk
Published review report	<i>The Casey Review: a review into opportunity and integration</i>	assets.publishing.service.gov.uk
Summary report	<i>An all-inclusive NHS is achievable</i>	hsj.co.uk
Website	Diversity UK is a think tank to research, advocate and promote ideas for improving diversity and inclusion in Britain	diversityuk.org
Website	Information about some of your most important civil rights, including your basic human rights	citizensadvice.org.uk
Website	Website about the work of the United Nations	un.org
Website	Best practice, toolkits and resources to help make policies LGBT inclusive	stonewall.org.uk
Website	Applying for British citizenship	gov.uk
Website	Preparing to apply for British citizenship	citizensadvice.org.uk
Website	Active Citizens don't wait around for change to happen	active-citizens.britishcouncil.org
Website	<i>Child protection in the UK How the systems and laws of the UK and its 4 nations work to keep children safe from abuse and harm</i>	nspcc.org.uk
Website article	Information about the Equality and Human Rights Commission	equalityhumanrights.com

Type of resource	Resource titles/subject	Links
Website article	Demography: future trends <i>Part of Time to Think Differently</i>	kingsfund.org.uk
Website article	Information about the Office for National Statistics, the UK's largest independent producer of official statistics and the recognised national statistical institute of the UK	ons.gov.uk
Website research article	<i>Being 18 in 2018</i> : NOS research on work, family, marriage – how life has changed for the children of 2000 reaching adulthood	ons.gov.uk

### Links to other units

This unit links to:

- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 6: Government and the Protective Services.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



## Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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### Unit in brief

Learners investigate factors that can affect behaviour and their impact on the discipline of individuals and groups in the uniformed protective services.

### Unit introduction

The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. There are many influences on the behaviour of those working in the uniformed protective services. Some of the influences are within the control of the individual, while others are beyond their control. Understanding the relationship between performance, behaviour and discipline is key to improving the experience and effectiveness of those serving in the uniformed protective services.

In this unit, you will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. In completing the assessment for this unit, you can draw on your learning from across the programme.

This unit will support your progression to higher-education courses that focus on behavioural dynamics, organisation and behaviour in the public sector and investigative psychology in public service, and to degree programmes specifically related to the uniformed protective services, such as policing, fire and rescue or offender management. Coupled with further study the skills and knowledge you develop in this unit will help you to progress in your career in the uniformed protective services.

### Summary of assessment

This unit is assessed through a written examination set by Pearson.

The examination will be two hours.

The number of marks for the examination is 80.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2021.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of principal psychological perspectives and their impact on behaviours.

**AO2** Apply knowledge and understanding of behaviour and discipline within uniformed protective services.

**AO3** Analyse authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective services.

**AO4** Make connections and judgements between behaviours, theory and practice within uniformed protective services.

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Factors affecting behaviour

#### A1 Principal psychological perspectives applied to behaviour

An overview of the main features of each approach to psychology.

- Behaviourist:
  - emphasis on the role of environmental factors in behaviour
  - importance of classical and operational conditioning
  - focus on stimulus-response approaches.
- Psychodynamic:
  - focus on behaviour being determined by unconscious factors – thoughts, wishes, memories
  - personality is comprised of the id, ego and superego
  - conflict between the id and ego regulated by the superego.
- Humanistic:
  - belief in the free will of the individual who has the ability to choose how they act
  - acknowledgement that only the individual can fully interpret their experiences and understand their meaning.
- Cognitive:
  - information processing approach
  - focus on the study of mental processes.

#### A2 Behaviour as an outcome of satisfying needs

Understanding the features of different needs and how working in the uniformed protective services contributes towards meeting these needs.

- Maslow's hierarchy of needs:
  - biological needs
  - safety needs
  - social needs
  - self-esteem needs
  - self-actualisation.

#### A3 Theories of personality

Understanding the key features of each theory, their strengths and weaknesses and their application to working in the uniformed protective services.

- Type A and Type B personality theory:
  - Type A personality
  - Type B personality.
- Trait theory:
  - stable, enduring characteristics that explain behaviour
  - genetic basis for personality
  - behaviour can be predicted based on an individual's traits.
- Situational theory:
  - behaviour is determined by the environment or situation
  - Bandura's social learning theory:
    - social modelling
    - social reinforcement
    - interactionist theory
    - behaviour is the result of an individual's traits and the situation.

**A4 Development of attitude and related theories**

Understanding the attitude theories and how attitude impacts on an individual's behaviour when dealing with others in protective service situations.

- Development of attitudes:
  - previous experiences
  - modelling others' behaviour
  - cultural influences.
- Theories of the influence of attitude on behaviour:
  - theory of planned behaviour
    - attitude to specific actions
    - subjective norms
    - perceived behavioural control
    - behavioural intention
    - performing behaviour.
- Dweck's spectrum of mindset theories:
  - fixed mindset
    - personality traits are fixed and cannot be changed through training
    - success is based on fixed ability and improvement comes through accessing that ability
  - growth mindset
    - personality traits attributed to learning, effort, training and practice
    - effort and training can change a person's personality traits for improvement
  - how beliefs about ability and talent impact on behaviour (fixed versus growth)
    - challenges (avoiding versus embracing)
    - obstacles (giving up versus persisting)
    - effort (pointless versus essential for mastery of skills)
    - criticism (ignore versus learn from it).

**B Obedient and compliant behaviour within the uniformed protective services****B1 Obedience and compliance**

Outlining the features of different types of obedience.

- Types of obedience:
  - conscious
  - unconscious.
- Relationship between obedience and compliance.
- Factors that affect obedience, including influences, fear, reward and respect.

**B2 Obedience when working in uniformed protective services**

Understanding the role of obedience when working in the uniformed protective services.

- The importance of obeying orders and commands from those in authority:
  - following an order to perform a task/to achieve an objective
  - a practice to make the service efficient and disciplined
  - a personal quality allowing for mutual respect.

**B3 The impact of obedient and disobedient behaviours**

Understanding the positive and negative effects of each behaviour.

- The impact of obedient behaviours:
  - extrinsic rewards – praise and respect, medals, extended leave, promotion, pay rise
  - intrinsic rewards – pride, job satisfaction, team spirit/morale, trust.
- The consequences of disobedient behaviour:
  - loss of rank
  - reduction in pay
  - suspension
  - loss of job/dishonourable discharge.

- When orders may be questioned.
- Whistleblowing – the processes for questioning orders within the protective services.

#### **B4 Research studies of obedience**

An overview of the key features of each theory, their strengths and weaknesses and their application to working in the uniformed protective services.

- Milgram's obedience research (1963):
  - remote feedback
  - voice feedback
  - proximity
  - touch-proximity.
- Burger (2009) replicating Milgram.
- Hofling's Hospital Experiment of Obedience (1966):
  - nurses ordered to inject dangerous levels of a drug in patients
  - effect of social pressure on obedience
  - implications of study.
- Milgram and Hofling's research outcomes on obedience:
  - perception of legitimate authority
  - diffusion of responsibility
  - socialisation
  - entrapment.

### **C Conformity and self-discipline in the uniformed protective services**

#### **C1 Conformity**

Understanding the role of conformity when working in the uniformed protective services.

- The importance of conformity within the uniformed protective services:
  - following a request to perform a task
  - complying to procedures that become common practice
  - social norms and their link to self-esteem
  - uniforms as a symbol of conformity, pride and authority
  - acceptance from your colleagues and other professionals
  - in-group and out-group favouritism.

#### **C2 Research studies of conformity**

An overview of the key features of research studies and their application to working in the uniformed protective services.

- Zimbardo's Stanford Prison experiment:
  - power of social situations
  - roles of prisoner and guard.
- Asch's paradigm:
  - supporters or dissenters
  - influence of the majority.

#### **C3 Theories of conditioning**

Understanding the application of conditioning theories in relation to obedience and conformity in a uniformed protective services context.

- Classical conditioning:
  - Pavlov's dog
  - unconditioned response
  - conditioned response.

- Operant conditioning:
  - relationship of action and consequences
  - role of feedback in learning
  - reinforcing desirable actions.

#### **C4 Self-discipline**

Understanding the importance of self-discipline when working in the uniformed protective services, and the positive and negative impacts this may have.

- Rules/procedures/policies/legislation in the uniformed protective services to encourage discipline, Armed Forces Act 2006 (relevant sections), code of professional standards for the police.
- The links between self-discipline and conformity and their impact in the uniformed protective services.
- Activities that show self-discipline and conformity:
  - drill
  - uniform maintenance
  - adhering to a team code.
- The features of self-discipline that support conformity:
  - personal appearance and presentation
  - punctuality and good time management
  - reliability and full attendance
  - composure and positive attitude
  - performing your duties to the best of your ability
  - personal conduct and behaviour.
- The benefits of appropriate self-discipline and their impact:
  - for an individual
    - through taking pride in your appearance, making a good first impression on people
    - remaining efficient and effective
    - remaining calm in difficult situations
    - supporting the morale of your colleagues and the public
  - for an organisation
    - working effectively as a single unit
    - maintaining the trust and confidence of the public.
- The consequences of a lack/total loss of self-discipline:
  - for an individual
    - disciplinary procedures
    - sanctions
    - loss of respect
  - for an organisation
    - loss of credibility
    - loss of public confidence
    - restructuring
    - changes in funding
    - changes in regulation.

## **D Factors affecting discipline and its relationship to authority in the uniformed protective services**

### **D1 The need for discipline**

Understanding the concept of discipline in the context of the uniformed protective services.

- Definitions of discipline within the uniformed protective services.
- The necessity for rules and regulations:
  - basic training
  - rank structure
  - to ensure procedures are standardised and consistent
  - lawful orders are followed
  - there is no abuse of authority
  - people are treated with respect and without favour
  - the service is not brought into disrepute.
- Why orders need to be followed:
  - to ensure complex and potentially dangerous situations are dealt with efficiently
  - to ensure public confidence is maintained
  - failure or refusal to follow an order undermines authority
  - team cohesion
  - if less efficient service being delivered
  - to provide a consistent service to the public
  - the maintenance of social order.

### **D2 The role of discipline**

Understanding the significance of discipline in the uniformed protective services.

- The role of discipline in uniformed protective services:
  - team spirit
  - sense of pride
  - efficiency
  - performance
  - camaraderie with your colleagues
  - a sense of duty and honour
  - serving the public
  - to ensure staff remain professional and loyal to each other, their service and the public.

### **D3 Types of authority**

Understanding the features of each type of authority, their advantages and disadvantages and their effectiveness in different uniformed protective services contexts.

- The nature of authority:
  - ensure that an individual or organisation complies with reasonable and lawful requests
  - organisational accountability across services
  - position of authority via rank or status
  - respect for people in authority
  - ethical considerations.
- Corruption as an abuse of authority.
- Independent Police Complaints Commission.
- Regulation of authority through impartial and independent organisations.

- Different styles of authority:
  - authoritarian
  - dictatorial
  - consultative
  - participative.
- Authority and ethics:
  - blind obedience
  - managing moral dilemmas
  - questioning of orders
  - personal accountability across different services.

## **E Potential stress and related psychological conditions faced by protective services personnel**

### **E1 Causes of stress**

An overview of the causes of stress.

- External factors:
  - trauma
  - change in personal circumstances
  - violence, war and terrorism
  - loss of family member, friend or colleague.
- Internal factors:
  - personality
  - thoughts
  - memories.
- Pressures in life:
  - work and home responsibilities
  - unforeseen events
  - personal relationships.

### **E2 Factors contributing to stress**

An overview of different factors and the ways in which they may contribute to stress.

- Previous experiences of stress:
  - personality type
  - social factors
  - intelligence.
- Stress-vulnerability model (Zubin and Spring, 1977):
  - biological vulnerability
  - stress
  - protective factors/coping skills.
- Factors that contribute to stress:
  - harassment
  - discrimination
  - abuse
  - bullying
  - forms of harassment, discrimination, abuse and bullying:
    - physical
    - psychological
    - cyber.

**E3 Reaction to stress**

Understanding the features of each stage of the stress-vulnerability model and application to situations faced by employees in the protective services.

- General adaptation syndrome (GAS):
  - alarm reaction
  - resistance stage
  - exhaustion stage.
- The stress process:
  - cause of stress
  - individual perception of demand
  - stress response
  - behavioural consequences.

**E4 Mental health risks due to prolonged exposure to stress**

Understanding the characteristics of and triggers for each condition and the associated behaviours within uniformed protective service roles.

- Psychological conditions arising from stress:
  - anxiety
  - social isolation
  - depression
  - suicide risk.
- Abnormal behaviours as a response to extreme stress:
  - phobias
  - panic anxiety disorder
  - post-traumatic stress disorder (PTSD).

**E5 Measures and strategies for coping with stress**

Understanding the key features of measures and strategies and how they can be applied to individuals suffering from stress-related illness.

- Positive measures:
  - removal of causes of stress
  - psychological therapy
  - reliance on social network
  - coping strategies.
- Negative impacts:
  - withdrawal and isolation
  - self-medication with alcohol and drugs
  - destructive behaviour
  - aggressive behaviour.

**F Managing the behaviours of others and self in high-tension situations****F1 Potential causes of high-tension situations**

An overview of the main features of each cause of high-tension situations within the uniformed protective services.

- Environmental:
  - war zones
  - emergency situations
  - riots
  - day-to-day high-tension situations.

- Behavioural:
  - emotional reaction – aggression, anger, grief, fear
  - medical – existing medical issues, substance abuse, mental health.

### **F2 Stages of escalation in conflict situations encountered in the uniformed protective services**

An overview of how conflict situations may escalate in uniformed protective service contexts.

- Characteristics of each behaviour cycle and how to manage them:
  - the attitude-behaviour cycle/Betari Box
  - threat levels can escalate in a confrontation
  - behaviour/actions and how they can influence the outcome of a situation.

### **F3 Applying dynamic risk assessment**

An overview of how dynamic risk assessment may be used in a uniformed protective services context.

- Characteristics of each cycle and how to manage them:
  - the reactionary gap/proxemic zones
  - early warning signs of potential aggression.

### **F4 Strategies to defuse high-tension situations**

Understanding how to use communication in the de-escalation of potential conflict within different uniformed protective services.

- The influence of body language on the outcome of potential conflict situations:
  - use of verbal and non-verbal communication to signal non-aggression
  - maintaining self-control
  - being assertive
  - empathy and active listening to facilitate understanding.
- Overcoming barriers in communication:
  - physical
  - social/attitudinal
  - psychological/emotional
  - linguistic.

## Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will demonstrate knowledge and understanding of key psychological perspectives and how they impact on individual and group behaviour. Learners will apply their knowledge and understanding of theories and concepts to interpret behaviours of individuals and groups in roles in the uniformed protective services. Learners will be able to recognise the nature of authority, obedience and conformity, and how they contribute to maintaining order in the uniformed protective services.

### Level 3 Distinction

Learners will demonstrate thorough knowledge and understanding of the theories and principles of behaviour and discipline, the nature of authority, obedience and conformity, and their impact on the uniformed protective services. Learners will be able to apply their knowledge and understanding of behaviour and discipline by interpreting information through an evaluation of roles in the uniformed protective services, to make reasoned judgements on individual and group behaviour.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>to discover the meaning or essential features of a theme, topic or situation</li> <li>by breaking something down into its components or examining factors methodically and in detail</li> <li>by identifying separate factors, stating how they are related and explaining how each one contributes to the theme, topic or situation.</li> </ul>
Assess	Learners present a careful consideration of varied factors or events that apply to a specific topic or situation, or identify those that are the most important or relevant. Learners make a judgement on the importance of something. A conclusion is not necessary.
Define	Learners state or give an account of the nature, scope or meaning of a subject as objective facts. Learners do not need to include a justification or reason.
Describe	Learners give an account of an issue, situation, problem or argument, including all of the relevant characteristics, qualities or events.

Command or term	Definition
Discuss	Learners consider the different aspects of an issue, situation, problem or argument and how they interrelate or the extent to which they are important.
Evaluate	Learners review information and consider various aspects of a subject's qualities in relation to its context. Learners form a conclusion or come to a supported judgement, drawing on contextual evidence such as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information.
Explain	Learners make a point/statement and give a linked justification/exemplification of that point/statement. The answer will contain some linked reasoning.
Give	Learners provide examples, justifications and/or reasons to a context.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities. The answer may often require a single word answer, although sometimes a few words or a single sentence is required.
State/name	Learners give a name, definition or example.

## Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 9: Sociological Perspectives
- Unit 13: Introduction to Criminology.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- support from local protective services staff as mentors.

# Unit 3: Global Affairs, the Media and the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners will investigate the relationship between global affairs, media coverage and methods for communicating responses to incidents.

## Unit introduction

The media has a significant impact on shaping public opinion on current affairs, domestically and globally. Understanding how the media works and how it is used, enables the uniformed protective services to develop strategies of influence, reassurance of its aims and purpose, and clarification of issues.

In this unit, you will investigate the scope of global affairs in relation to uniformed protective services and how global affairs are reflected and communicated in the media. You will then review the role of uniformed protective services in global affairs and the influence that the media has on the uniformed protective services. Finally, you will use this knowledge and understanding to respond to a specified global affairs incident by creating your own media.

This unit will support your progression to higher-education courses, including policing, war and security studies, and international relations. The unit will also help you to prepare for a career in an international role in the uniformed protective services.

## Important centre information

It is important that learners are guided through the research for the unit, and that advice and guidance on safeguarding is given when researching some of the unit content. It may be beneficial for centres to develop resources that can be housed in their virtual learning environment; these resources should contain a balanced and appropriate range of information in relation to global affairs and media coverage.

It is essential that learners be advised not to just undertake internet searches for their research, as this may expose them to views or images that can place them at risk. Centres should pay due regard to safeguarding.

## Learning aims

In this unit, you will:

- A** Explore the relationship between global affairs and the media
- B** Assess the impact of media coverage of global affairs on the UK uniformed protective services
- C** Communicate a response to a specified global affairs incident.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the relationship between global affairs and the media	<b>A1</b> Global affairs <b>A2</b> Media <b>A3</b> Media coverage of global affairs	A report on the relationship between global affairs and media, covering conflict and non-conflict scenarios.
<b>B</b> Assess the impact of media coverage of global affairs on the UK uniformed protective services	<b>B1</b> Uniformed protective services involvement in global affairs <b>B2</b> Benefits and challenges of media for the uniformed protective services <b>B3</b> How media representation influences the uniformed protective services	A review of the impact of media on a specific aspect of the UK uniformed protective services, supported by a media communication in response to a specified global affairs incident that has occurred in the last five years.
<b>C</b> Communicate a response to a specified global affairs incident	<b>C1</b> How the uniformed protective services use media and communications to support operations <b>C2</b> Producing communication and media	

## Content

### Learning aim A: Explore the relationship between global affairs and the media

#### A1 Global affairs

- Manmade disasters.
- Natural disasters.
- Civil contingencies.
- Humanitarian crisis.
- Economic and conflict refugees.
- Sanctions and embargos.
- Regime changes.
- Terrorism.
- War – state of hostility issued officially by governments or states.
- Conflict – an armed state of hostility between two parties:
  - high intensity
  - low intensity.
- Causes of conflicts, e.g.:
  - resources
  - power
  - nationalism
  - ideology
  - religion
  - ethnicity.

#### A2 Media

- Types of media, e.g.:
  - social media
  - broadcast television and streaming video
  - online media
  - radio and podcasts
  - print and publishing.
- Media ownership:
  - state owned
  - independent.
- Regulation and legislation, e.g.:
  - public service and commercial broadcasting
  - self-regulation, including Independent Press Standards Organisation (IPSO)
  - codes of conduct
  - ethics, such as defamation and privacy
  - General Data Protection Regulation (GDPR).

#### A3 Media coverage of global affairs

- Media objectives, e.g.:
  - convey political opinions
  - attract an audience and retain advertisers
  - freedom of speech and censorship
  - destabilise and mobilise
  - influence behaviour
  - informing the public
  - communication and proliferation of ideas
  - scrutinising actions by organisations

- holding authorities to account
- contributing towards culture, values and identity
- scaremongering
- discrimination
- radicalisation
- influencing and gaining followers.
- Potential bias methods within media:
  - story selection
  - use of experts
  - spin/fake news
  - misinformation
  - propaganda
  - language and labelling
  - representation.

### **Learning aim B: Assess the impact of media coverage of global affairs on the UK uniformed protective services**

#### **B1 Uniformed protective services involvement in global affairs**

- Peacemaking, peacekeeping and peace enforcement.
- Types of intervention, such as:
  - state building, e.g.
    - rebuilding political institutions of weaker nations through protective services training
    - introduction of non-government organisations (NGOs) and tertiary sector organisations
  - military aid
  - economic development
  - alternative dispute resolution: negotiation, mediation, conciliation and arbitration
  - structured sanctions, arms embargoes and economic sanctions
  - intervention
    - unilateral
    - multilateral
  - preventative deployment
  - security and evacuation
  - disaster assistance
  - humanitarian aid
  - relief operations.

#### **B2 Benefits and challenges of media for the uniformed protective services**

The features of modern media can present both benefits and challenges for the work of the uniformed protective services.

- Benefits of media for the uniformed protective services:
  - information is widespread
  - speed of communication
  - building relationships on common interest
  - facilitating open society
  - empowering media users
  - recruitment
  - clarifying and correcting information.

- How media can present challenges for the uniformed protective services:
  - challenges to information security
  - ease of access for the general public
  - distribution of fake materials
  - use as a propaganda tool
  - decentralisation of influence and power
  - uniformed protective service resources required to monitor and react
  - changes in technology
  - radicalisation
  - regulation.

### **B3 How media representation influences the uniformed protective services**

Media coverage can shape public perceptions and directly or indirectly impact the ways in which the uniformed protective services operate.

- Holding uniformed protective services to account, exposing corruption or mismanagement.
- Instantaneous information helps publicise campaigns.
- Creating pressure for change to service provision.
- Collaboration during national emergencies.
- Negative publicity can add unnecessary pressure.
- Inaccurate or misleading media coverage can misrepresent the commission of work.
- Potential positive impacts, e.g.:
  - increased public confidence
  - public perceive service provision as effective and value for money
  - increases motivation for members of the public to join, therefore increasing recruitment
  - reassures the public in relation to their safety
  - encourages members of the public to be vigilant and support the work of the uniformed protective services.
- Potential negative impacts, e.g.:
  - decreased morale
  - absenteeism
  - health issues, including mental health and wellbeing
  - poor retention rates
  - additional cost of training and monitoring
  - public lose confidence in the service and its personnel
  - service provision is reduced as not seen as being effective.

## **Learning aim C: Communicate a response to a specified global affairs incident**

### **C1 How the uniformed protective services use media and communications to support operations**

- Communication considerations:
  - aims and objectives
  - internal or external
  - national or international
  - classified or sensitive information

- Type of communication and communication requirements:
  - briefing, such as incident, crisis, mission
  - report
  - public information, such as emergency actions
  - campaign or promotion, such as crime prevention
  - requests for assistance, e.g.
    - public appeal
    - public press appeals and press conferences
    - disaster management
    - publication of relevant information to prevent escalation
  - public relations and recruitment, such as
    - promoting community work
    - working with communities to improve community cohesion
    - active recruitment campaigns.

## **C2 Producing communication and media**

- Media: type, visuals, graphics, video, audio.
- Audience: language and style.
- Structure of information: narrative and clarity.
- Legal and ethical considerations, e.g.:
  - accessibility and inclusivity
  - copyright
  - representation and positive action.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the relationship between global affairs and the media</b>		<b>A.D1</b> Evaluate media coverage of a specified global affairs incident and the influence on public perception.
<b>A.P1</b> Explain how global affairs are communicated in the media. <b>A.P2</b> Outline types of media, their objectives and potential bias.	<b>A.M1</b> Compare the impact of different types of reporting and media coverage of global affairs on public perception.	
<b>Learning aim B: Assess the impact of media coverage of global affairs on the UK uniformed protective services</b>		<b>BC.D2</b> Produce accomplished communication media in response to communication objectives for a specified incident, showing in-depth consideration of the impact of media coverage of global affairs.
<b>B.P3</b> Explain the involvement of the uniformed protective services in global affairs. <b>B.P4</b> Explain how media coverage and the features of modern media may influence the way in which the uniformed protective services operate.	<b>B.M2</b> Review the benefits and challenges of media for the uniformed protective services.	
<b>Learning aim C: Communicate a response to a specified global affairs incident</b>		
<b>C.P5</b> Explain the uniformed protective services communication requirements, aims and objectives in response to a specified incident. <b>C.P6</b> Produce appropriate communication media in response to communication objectives for a specified incident.	<b>C.M3</b> Produce effective communication media in response to communication objectives for a specified incident, showing clear consideration for the audience and type of media used.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will carry out in-depth, detailed consideration of the media coverage of a specific global affairs incident. They will compare the different types of coverage from both social and traditional media, and use this information logically to inform their judgements. Learners will consistently refer to information from a range of sources to justify their positions. They will give logical and relevant insight into how the media may have influenced public perception of the incident, in relation to the type of media and how it is used, its objectives and potential bias.

**For merit standard**, learners will give a generally accurate outline of how global affairs are communicated through social and traditional media platforms, covering the general detail in the unit content and types of incidents. They will give mostly accurate examples of all of the main media types, with a summary of their objectives and potential bias. Learners will use this information to make coherent comparisons of different types of reporting and media coverage, with mostly relevant points on the impact on public perception of incidents.

**For pass standard**, learners will give a clear, objective account in their own words, showing recall of the relevant features and information on the general extent of involvement of the uniformed protective services in global affairs. They will give a limited but generally realistic account of the key ways in which media has an influence on the perception of the uniformed protective services. Learners will define appropriate requirements, aims and objectives in relation to a specific incident and use media and information to respond to it adequately.

#### Learning aims B and C

To achieve learning aim C, learners will produce either internal or external communication media on behalf of a uniformed protective service. The media will be in response to a specified global affairs incident. Tutors should ensure that the global affairs incident used by learners provides sufficient scope to enable them to complete the assessments in full.

**For distinction standard**, learners will show depth of understanding in producing a uniformed protective service communication media in response to a global affairs incident. Learners will use both media and information selectively and accurately in order to produce media communication that meets the aims and objectives of a uniformed protective service in response to the specified incident. The information communicated will be developed and refined in order to meet the specific message or meaning intended. It will be informed by a consistently reasoned and convincing assessment of the relationship between global affairs, the features of modern media, media coverage, and public perceptions of the uniformed protective services.

**For merit standard**, learners will provide detailed, generally accurate, examples of the types of international involvement of uniformed protective services. They will give clear detail of the types of role being undertaken and their purposes in both conflict and non-conflict scenarios. Learners will give a detailed account of how the media can impact public perceptions of uniformed protective services. They will give generally accurate and balanced information on the benefits and challenges of media for the uniformed protective services.

Learners will refer to a specified global affairs incident and carefully consider the requirements of a communication response from a uniformed protective service. Learners will define the aims and objectives of a uniformed protective service in producing a communication response to the incident. They will show competent consideration for the audience and platform of media being used. In producing the communication media, learners will use media and information in line with the objectives of the communication media, competently conveying intended messages and meaning.

**For pass standard**, learners will provide some relevant detail and examples of types of international uniformed protective services involvement. They will outline the types of role being undertaken and their purposes in both conflict and non-conflict scenarios. Learners will give a generic or undeveloped summary of how the media can impact public perceptions of uniformed protective services. They will also show some relevant, undeveloped understanding of the usefulness and difficulties of modern media for the uniformed protective services.

Learners will refer to a specified global affairs incident and explain the communication media that a uniformed protective service might want to produce in response to the incident. They will make some relevant references to the requirements and general aims and objectives of the uniformed protective services in producing this communication media. Learners will produce a realistic, limited communication response to the specified global incident. They will use media and information in line with the communication objectives simplistically.

### Links to other units

This unit links to:

- Unit 1: Citizenship and Diversity (Pearson-set)
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 7: Planning for and Responding to Emergency Incidents.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- interaction with local employers involved in the media sector
- input from employers and organisations on assessment materials
- guest speakers and visiting professionals.

# Unit 4: Physical Preparation, Health and Wellbeing

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

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## Unit in brief

Learners study the components of fitness and lifestyle factors. They will develop skills in improving personal fitness and meet the fitness entry requirements of uniformed protective services.

## Unit introduction

Understanding how to lead a healthy lifestyle and how to train effectively for personal fitness is particularly important for members of the uniformed protective services. Different uniformed protective services have varying fitness tests, depending on the nature of the job, so it is important to understand these and to know why each uniformed protective services uses particular tests.

In this unit, you will consider different fitness components and how to train effectively. You will explore different types of training and how each type is used to improve an individual's health and wellbeing. You will examine different lifestyle factors and why they are important if you are planning to enter the uniformed protective services. You will find out how to achieve a healthy and balanced lifestyle, and will have the opportunity to take part in the different fitness tests that assess the standards set by a specific uniformed protective service.

This unit will help to prepare you to progress to higher-education courses. The unit is particularly relevant for progression to programmes that integrate fitness or sport with ongoing engagement with local uniformed protective services. The unit will also prepare you to meet the fitness requirements of a uniformed protective service, supporting your progression to employment. The knowledge and understanding you gain in this unit will support you in maintaining a minimum level of fitness, which will be required or beneficial in further study and employment roles in the sector.

## Learning aims

In this unit, you will:

- A** Explore components of fitness and the effect of different methods of training on body systems
- B** Examine lifestyle factors that are important in maintaining health and wellbeing
- C** Carry out tests for personal fitness levels and fitness requirements for entry to the uniformed protective services
- D** Design a fitness programme that meets personal fitness goals for entry to the uniformed protective services.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore components of fitness and the effect of different methods of training on body systems	<b>A1</b> Key human body systems associated with physical activity <b>A2</b> The components of physical fitness <b>A3</b> Methods of training for physical fitness <b>A4</b> The components of skill-related fitness <b>A5</b> Methods of training for skill-related fitness	A report or presentation on the effectiveness of methods of training for components of fitness and their effects on body systems.
<b>B</b> Examine lifestyle factors that are important in maintaining health and wellbeing	<b>B1</b> Lifestyle factors and their effects on health and wellbeing <b>B2</b> Health and wellbeing assessment <b>B3</b> Lifestyle improvement techniques	A report or presentation that evaluates personal lifestyle factors and their impact on health and wellbeing, including recommended improvements for personal health and wellbeing.
<b>C</b> Carry out tests for personal fitness levels and fitness requirements for entry to the uniformed protective services	<b>C1</b> Carrying out fitness tests <b>C2</b> Test requirements for uniformed protective services	Evidence of learners carrying out fitness tests from protective services, together with a record of the test results.
<b>D</b> Design a fitness programme that meets personal fitness goals for entry to the uniformed protective services	<b>D1</b> Principles of fitness training programmes	A personal training fitness programme to improve personal fitness to meet uniformed protective services entry requirements, together with an evaluation of the potential effectiveness of the training programme.

## Content

### Learning aim A: Explore components of fitness and the effect of different methods of training on body systems

#### A1 Key human body systems associated with physical activity

The body systems and how they work.

- Musculoskeletal system:
  - skeletal system – structure of the skeleton, function of the skeleton, e.g. supporting framework, protection, muscle attachment, blood cell production, store of minerals, providing leverage, weight bearing, reducing friction across a joint
  - muscular system – structure of the muscular system, e.g. major muscles of the body (biceps, triceps, deltoids, pectoralis major, rectus abdominis, quadriceps, hamstrings, gastrocnemius, erector spinae, trapezius, latissimus dorsi, obliques), functions of the muscular system, types of muscle (cardiac, skeletal, smooth).
- Cardiovascular system:
  - structure of the heart – atria, ventricles, pulmonary artery, pulmonary vein, aorta, vena cava, bicuspid, tricuspid valve
  - types of blood vessels – arteries, veins, capillaries
  - function of the heart – pump blood around the body, delivery of oxygen and nutrients, removal of waste products.
- Respiratory system:
  - structure – pharynx, trachea, nose, mouth, ribs, intercostal muscles, lungs, diaphragm, bronchus, bronchiole, alveoli
  - function of the respiratory system – diffusion of oxygen and removal of carbon dioxide.
- Short-term effects of exercise on the body systems:
  - increased heart rate
  - increased breathing rate
  - increased pliability of muscle tissues
  - micro tears in muscle tissue
  - increased production of synovial fluid.
- Long-term effects of exercise on the body systems:
  - cardiac hypertrophy, e.g. improved muscle tone, lowered heart rate and blood pressure
  - skeletal muscle hypertrophy, e.g. improved strength
  - increased bone density, e.g. improved stamina.
- How the body systems interrelate and the effects of exercise on these systems, e.g.:
  - uptake of oxygen from the respiratory system and delivery of oxygen to the muscles by the cardiovascular system
  - contraction of muscles pulling on the bones of the skeleton to produce movement.

#### A2 The components of physical fitness

The components of physical fitness and the application of each component in the uniformed protective services.

- Muscular strength, e.g. firefighter carrying equipment.
- Muscular endurance, e.g. soldier in British Army carrying equipment on exercise.
- Flexibility, e.g. Royal Marine training on assault course.
- Cardiovascular endurance, e.g. police officer in pursuit of an offender.
- Speed, e.g. prison officer attending an incident.

### **A3 Methods of training for physical fitness**

- Principles of training:
  - FITT principles (frequency, intensity, time and type)
  - additional principles of training overload, specificity, progression, variation, reversibility, rest and recovery.
- Methods of training:
  - muscle strength – high weights, low reps, e.g. free weights, resistance machines
  - muscular endurance – low weights, high reps, e.g. circuit training, cycling, rowing
  - flexibility, e.g. static stretching, proprioceptive neuromuscular facilitation (PNF) stretching
  - cardiovascular endurance, e.g. continuous training, fartlek training, interval training
  - speed, e.g. interval training and resistance-based speed training activities, e.g. bungee ropes, parachute, sled.

### **A4 The components of skill-related fitness**

The components of skill-related fitness and the application of each component in the uniformed protective services.

- Coordination, e.g. of a pilot when flying.
- Agility, e.g. police officer when attending an incident.
- Balance, e.g. paratroopers preparing to jump from an aircraft.
- Reaction time, e.g. Royal Navy winch operator during a search and rescue operation.
- Power, e.g. army engineer fixing a vehicle.

### **A5 Methods of training for skill-related fitness**

The different ways that skill-related fitness training methods are applied in a practical context.

- Coordination training, e.g.:
  - hand-eye drills
  - carioca drills.
- Agility training methods, e.g. SAQ (speed, agility and quickness) drills, agility ladders, hurdles.
- Balance training methods, e.g. wobble boards – static balance, dynamic balance.
- Power training methods, e.g. plyometric training.

## **Learning aim B: Examine lifestyle factors that are important in maintaining health and wellbeing**

### **B1 Lifestyle factors and their effects on health and wellbeing**

- The importance of maintaining lifestyle factors in health and wellbeing.
- Taking part in physical activity:
  - health – reduces risk of chronic diseases, e.g. coronary heart (CHD), type 2 diabetes
  - psychological – relieves stress, reduces depression
  - social – improves social skills, enhances self-esteem.
- Healthy diet:
  - macronutrients
  - carbohydrates
    - simple and complex
    - sources, e.g. potatoes, rice, pasta, bread
    - function – to provide energy
    - recommended daily amount: 55% of the diet

- fats
  - saturated and unsaturated
  - sources, e.g. butter, cream, cheese
  - function – provide insulation and protect internal organs
  - recommended daily amount: 30%
- proteins
  - complete and incomplete
  - sources, e.g. fish, meat, soya bean
  - function: growth and repair
  - recommended daily amount: 15%
- benefits of a healthy diet – improved immune function, maintenance of body weight, reduces risk of chronic diseases (diabetes, osteoporosis, hypertension)
- dietary guidelines, e.g. five fruit and vegetables a day, Eat Well guide, reducing salt intake, healthy alternatives
- impact of negative lifestyle factors on physical and mental health
  - health risks associated with smoking, e.g. coronary heart disease (CHD), lung disease
  - health risks associated with excessive alcohol consumption, e.g. stroke, cirrhosis, hypertension, depression
  - problems associated with lack of sleep, e.g. depression, overeating
  - health risks associated with excessive stress levels, e.g. post-traumatic stress disorder.

## **B2 Health and wellbeing assessment**

- Ways in which the health and wellbeing of an individual can be measured.
- Screening questionnaires – lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Health-monitoring tests – interpret health monitoring results of a selected individual using normative data and population norms:
  - blood pressure
  - resting heart rate
  - body mass index (BMI)
  - waist-to-hip ratio
  - peak flow.

## **B3 Lifestyle improvement techniques**

- Ways in which lifestyle improvement techniques can be used to promote a healthy lifestyle.
- Strategies to increase physical activity, e.g. at home, at work, during leisure time, method of transport.
- Smoking cessation strategies, e.g. NHS stop smoking helpline, Smoke Free, nicotine replacement therapy, quit kit support pack.
- Strategies to reduce alcohol consumption, e.g. counselling, self-help groups, alternative treatment.
- Stress-management techniques, e.g. assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, yoga, alternative therapies, changes to work-life balance.
- Strategies to improve diet, e.g. dietary clubs, group support sessions, changes in shopping habits, healthy eating advice from professionals such as dieticians.

## **Learning aim C: Carry out tests for personal fitness levels and fitness requirements for entry to the uniformed protective services**

### **C1 Carrying out fitness tests**

- Reasons why uniformed protective services have fitness tests:
  - monitor individual levels of fitness and health
  - assess ability to complete job role
  - provide motivation
  - preparation for job role
  - provide benchmark for fitness for the service.
- Preparing for and carrying out a fitness test for each component of fitness:
  - risk assessment/health and safety considerations prior to testing, e.g. warm-up, warm down, facilities, equipment, use of spotters for specific types of tests
  - different types of tests for components of fitness
    - muscular strength, e.g. one-rep max (1-RM), handgrip test, push and pull test
    - muscular endurance, e.g. one minute of press-ups, one minute of sit-ups, pull ups test, leg raise test
    - flexibility, e.g. sit and reach, strength standards 1-RM, trunk rotation test, groin flexibility test
    - cardiovascular, e.g. multistage fitness test, step test, 1.5 mile run test, 12-minute Cooper run
    - speed, e.g. sprint tests, Wingate cycling sprint test.
- Recording and interpreting test data.
- Comparative assessment of data against normative data.
- Assessing personal fitness levels against normative data.
- Identifying performance strengths and areas for improvement.
- Accuracy of testing:
  - validity of tests
  - reliability of tests.

### **C2 Test requirements for uniformed protective services**

Benchmarked fitness requirements for various uniformed protective services.

- Specific uniformed protective services fitness tests, e.g. police, fire service, British Army, Royal Navy, Royal Air Force (RAF), prison service.
- Job specific – specific uniformed protective service job-related fitness requirements, including the fitness tests, reasons for different tests and specific tests, e.g. the police require multistage fitness test.
- Service requirements – service levels for specific uniformed protective services, pass levels, e.g. army infantry requires 1.5 miles in 12.45 minutes, army combat require 1.5 miles in 13.15 minutes, police level 5:4 bleep test.

## **Learning aim D: Design a fitness programme that meets personal fitness goals for entry to the uniformed protective services**

### **D1 Principles of fitness training programmes**

- Using a participant's personal information, fitness goals and personal fitness testing data to aid training programme design.
- Review of personal information, e.g. personal fitness goals, fitness test data, lifestyle, medical history, physical activity history, attitudes, motivation.
- Design of weekly training programme:
  - aims – details of what participant would like to achieve
  - objectives – how they intend to meet their aims, time-related
  - personal fitness goals – specific, measurable, achievable/agreed, realistic, time-related, engaging/appealing
  - resources required, e.g. facilities and equipment.

- Application of training principles in the planning of the training programme:
  - selection of appropriate methods of training to improve fitness in line with personal information, fitness testing data and identified requirements of targeted uniformed protective services
  - FITT principles
    - overload
    - specificity
    - progression
    - individual differences
    - variation
    - reversibility
    - rest and recovery
  - appropriate activities, e.g. walking, cycling, hiking, swimming, jogging, gym (weight and cardiovascular exercises), British Army fitness activities
  - schedule for fitness testing in order to monitor participant progress and effectiveness of training methods at key points of the programme
  - review and adapt programme or training methods if participant is not meeting milestones.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore components of fitness and the effect of different methods of training on body systems</b>		
<p><b>A.P1</b> Explain how the physical and skill-related components of fitness are used in sport and exercise.</p> <p><b>A.P2</b> Explain the different training methods for components of fitness and their effects on body systems.</p>	<p><b>A.M1</b> Assess the most appropriate training method for each component of fitness for participation in sports or exercise.</p>	<p><b>A.D1</b> Evaluate the most effective training method for each component of fitness for participation in specific sports or exercise.</p>
<b>Learning aim B: Examine lifestyle factors that are important in maintaining health and wellbeing</b>		
<p><b>B.P3</b> Explain lifestyle factors that impact on personal health and wellbeing.</p> <p><b>B.P4</b> Explain personal level of health and wellbeing, with reference to use of health assessment results and lifestyle improvement techniques.</p>	<p><b>B.M2</b> Analyse personal level of health and wellbeing, including factors that impact on personal health and wellbeing.</p>	<p><b>B.D2</b> Evaluate personal lifestyle factors and their impact on health and wellbeing, justifying recommendations to improve personal health and wellbeing.</p>
<b>Learning aim C: Carry out tests for personal fitness levels and fitness requirements for entry to the uniformed protective services</b>		
<p><b>C.P5</b> Carry out relevant uniformed protective services fitness tests, accurately recording the results.</p> <p><b>C.P6</b> Explain how well fitness requirements of targeted uniformed protective service are met through the personal fitness test results.</p>	<p><b>C.M3</b> Carry out and accurately record the results of relevant uniformed protective services fitness tests, analysing how the results meet targeted uniformed protective service fitness requirements.</p>	<p><b>CD.D3</b> Evaluate the extent to which the test results and designed training programme meet the targeted uniformed protective service fitness requirements and personal fitness goals.</p>
<b>Learning aim D: Design a fitness programme that meets personal fitness goals for entry to the uniformed protective services</b>		
<p><b>D.P7</b> Explain personal fitness goals with reference to fitness test results.</p> <p><b>D.P8</b> Design a detailed six-week personal training programme aimed at improving personal fitness and meeting targeted uniformed protective service entry requirements.</p>	<p><b>D.M4</b> Assess the design of the training programme to meet personal fitness goals.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, CD.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- suitable fitness testing facilities and equipment, such as a sports hall, studio gym, sports laboratory
- appropriate testing equipment, such as sit and reach box, grip dynamometer, skinfold calipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch
- suitable individuals and groups who can act as test subjects.

### Essential information for assessment decisions

#### Learning aim A

In order to achieve learning aim A, learners' evidence must cover at least three components of fitness and methods of training to develop these, for example a method to support muscular strength, a method to support flexibility and a method to support speed. These methods of training must be appropriate for the components of fitness for learners' chosen activities, for example a method to support coordination, a method to support agility and a method to support balance. Chosen components should cover at least one skill and at least one physical component.

**For distinction standard**, learners will thoroughly consider the advantages, disadvantages and relevance of methods of training for chosen fitness components in order to make judgements on their effectiveness. Learners will draw conclusions that are supported consistently with relevant examples, justifying how the methods contribute to improving fitness and forming conclusions as to which methods are most effective. Learners' views on the effectiveness of different training methods chosen will include valid, in-depth references to the effects of different methods of training on body systems. Learners will suggest ways in which training methods may be adapted to maximise the effectiveness of specific fitness needs. They will use accurate terminology throughout.

**For merit standard**, learners will give the outcome of a methodical and detailed investigation into chosen methods of fitness training and their effectiveness in contributing to improving fitness. They will consider the chosen different methods for which they have trained and express a generally accurate view regarding the effectiveness of the methods. Learners will provide detail on the relationship between each method of training and the associated component of fitness, and assess how they improve fitness and impact body systems. Learners will use mostly appropriate terminology and give examples to illustrate their points.

**For pass standard**, learners will give a realistic explanation of the use of each of the chosen components of fitness and explain the different forms of training for each chosen component. Learners' explanation of each chosen component will be clear and provide some relevant detail, examples or reasons that support their explanations, including an appropriate understanding of the effects of different methods of training on body systems. Learners will use some appropriate terminology in their explanations.

## Learning aim B

For learning aim B, learners will use health and wellbeing monitoring tools such as screening questionnaires, personal assessments, health monitoring tests and mental health assessments to measure their health and wellbeing.

**For distinction standard**, learners will draw selectively on varied information to support a convincing opinion on the relative significance of different lifestyle factors in relation to their personal health and wellbeing. They will make consistently effective judgements on the nature and importance of different impacts, drawing accurately on the results of health and wellbeing monitoring tool results, and normative and population data to support their views. The evidence will show a logical approach, leading to a comprehensive interpretation of the results to show the positive and negative lifestyle factors that have impacted on their health and wellbeing. Learners will be able to recommend areas for improvement, with clear and comprehensive justification for their suggestions, and reference to well-chosen, valid examples.

**For merit standard**, learners will give a detailed examination of information on different lifestyle factors and correctly identify those that have impacted on their health and wellbeing. In considering lifestyle factors, learners will make generally accurate references to use of the health and wellbeing monitoring tools, and their results. Learners will give mostly accurate information on individual lifestyle factors and identify relevant positive or negative impacts, making links to normative and population data, as appropriate.

**For pass standard**, learners will make competent use of health and wellbeing monitoring tools to give a realistic explanation of their own current levels of health and wellbeing. They will show correct understanding of how lifestyle factors and the use of health and wellbeing monitoring tools can impact on their own personal health and wellbeing. Learners will provide some appropriate detail of relevant factors such as exercise/physical activity, diet, hygiene, mental health, whether they smoke or drink and how much sleep they have per night.

## Learning aims C and D

For learning aims C and D, learners must carry out fitness tests safely and use results to produce a personalised training programme that improves personal fitness and meets the fitness requirements of a specific uniformed protective service.

The fitness tests should be relevant to the specific uniformed protective service's requirements and allow learners to determine their own fitness levels and goals for personal improvement to meet uniformed protective services entry requirements. Evidence could be in the form of annotated photographs or video evidence of practical activities, supported by observation reports and witness statements of learners demonstrating fitness tests.

**For distinction standard**, learners will give a convincing, supported argument regarding the potential effectiveness of the programme in meeting intended fitness goals and the extent to which it meets the fitness requirements of the targeted uniformed protective service. They will thoroughly evaluate the goals set in a training programme, which have been logically developed from the results of the fitness tests that have been carried out. Learners will support their design decisions with reasoned judgements and make valid justifications for their choices, showing clear understanding of the specific areas for improvement that were indicated by the test results.

Learners will consider the practicality of the planned training. They will also consider the effectiveness of methods of training. They will review exercises in relation to the demands of the activity, intensities and duration of the exercises, and scheduling of sessions in the periodised programme in relation to the identified activity. Learners will include some suggested adaptations or improvements to the programme, such as alternative methods of training, alternative exercises in relation to the demands of the activity, adaptation to selected intensities and duration of the exercises, and alternative scheduling of the session in the periodised programme in relation to the identified activities.

**For merit standard**, learners will administer fitness tests proficiently, demonstrating skills to ensure that the test results are accurate and reliable. Learners will follow test procedures and protocols in a manner that ensures validity of test results.

Learners will review the results of the fitness test in some detail, considering strengths and weaknesses, and the extent to which they meet the targeted uniformed protective service entry requirements. Learners will give generally relevant reasons to justify the goals of the planned programme, using personal fitness results as a basis. They will give appropriate explanations to support the conclusions made and the appropriateness of the designed plan. The fitness plan will be presented in detail and will be underpinned by a sound understanding of training principles and methods.

**For pass standard**, learners will safely administer, and accurately record, the results of two fitness tests, following all relevant testing protocols and procedures. They will provide some detail or explanation to support a view on how fully the test results meet the fitness requirements of the targeted uniformed protective service.

Learners will provide a realistic explanation of the chosen goals for personal fitness. The goals will be linked to consideration of the fitness test results, which form the basis of the design of a six-week programme.

Learners will produce a personal training programme that demonstrates appropriate knowledge and understanding of most key fitness training principles and programme design. The programme will also show generally accurate understanding of the fitness requirements of the targeted uniformed protective service. The programme will be appropriate and realistic, and will demonstrate learners' ability to develop a structured plan underpinned by generally correct training principles and methods.

### Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services
- Unit 11: Expedition Skills
- Unit 12: Developing Personal Fitness Programmes.

### Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

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## Unit in brief

Learners study the dynamics of team building and team leadership, participate in team-building activities, and learn the methods of communication used by the uniformed protective services.

## Unit introduction

The ability to effectively lead and support is crucial in the uniformed protective services. When all members of a team understand their role, feel supported and know what is expected of them, an effective team can achieve its objectives. Teamwork and effective communication are embedded in the uniformed protective services.

In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective team member while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient. In completing the assessment tasks for this unit, you can draw on your learning from across your programme.

Completing the unit will help you to progress to degree or apprenticeship programmes that focus on work with external organisations and to employment.

## Learning aims

In this unit, you will:

- A** Explore teamwork and leadership styles used in the uniformed protective services
- B** Explore theories and techniques used for the development of effective uniformed protective services teams
- C** Demonstrate the use of communication methods and systems relevant to the uniformed protective services
- D** Apply team working and leadership skills within uniformed protective services contexts.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore teamwork and leadership styles used in the uniformed protective services	<p><b>A1</b> Types of teams in a uniformed protective services context</p> <p><b>A2</b> Characteristics and benefits of an effective uniformed protective services team</p> <p><b>A3</b> Leadership styles</p>	A presentation on the benefits of teamwork leadership styles used in the uniformed protective services.
<b>B</b> Explore theories and techniques used for the development of effective uniformed protective services teams	<p><b>B1</b> Theories of team development</p> <p><b>B2</b> Applying team building techniques in a uniformed protective services context</p> <p><b>B3</b> Anticipating and overcoming barriers to effective teamwork</p>	
<b>C</b> Demonstrate the use of communication methods and systems relevant to the uniformed protective services	<p><b>C1</b> Types and methods of communication</p> <p><b>C2</b> Communication in a uniformed protective services context</p>	<p>Witness or observation record to demonstrate the use of a range of communication techniques in uniformed protective services scenarios.</p> <p>This will be supported with a written report on the benefits and uses of the communication techniques in a uniformed protective services context.</p>
<b>D</b> Apply team working and leadership skills within uniformed protective services contexts	<p><b>D1</b> Skills for effective membership of a team in a uniformed protective services context</p> <p><b>D2</b> Skills for effective team leadership in a uniformed protective services context</p> <p><b>D3</b> Key tasks associated with leading a team</p> <p><b>D4</b> Reviewing performance as a team member or team leader in a uniformed protective services context</p>	<p>Photographic and/or video evidence of participation, alongside a witness and/or observation record of participation in team-building and leadership activities that simulate a uniformed protective services situation.</p> <p>This will be supported with a written review on the team activities, highlighting what went well and areas for improvement. Peer assessments should be included here.</p>

## Content

### Learning aim A: Explore teamwork and leadership styles used in the uniformed protective services

#### A1 Types of teams in a uniformed protective services context

- Purpose of a team, e.g. to achieve goals, increase efficiency and productivity, to be innovative, creative and manage and support change, meet/achieve targets.
- Size and structure: formal, informal.
- Type: temporary, permanent, project.
- Uniformed protective services teams, e.g. divisional, departmental, sectional, regiment/battalion, brigade, expeditionary, multi-agency, specialist teams, crews, shifts, platoon.

#### A2 Characteristics and benefits of an effective uniformed protective services team

- Characteristics:
  - prioritisation of team goals
  - members have clear roles
  - clear lines of authority and decision making
  - conflict dealt with openly
  - personal traits appreciated and utilised
  - group norms set for working together
  - success shared and celebrated
  - trained and skilled members
  - functional interpersonal relationships
  - all have opportunity to contribute
  - meeting response targets.
- Benefits:
  - sense of purpose
  - contribution to productivity
  - reduction of alienation
  - fostering innovation
  - sharing of expertise
  - identification and development of talent
  - increased motivation
  - implementing change
  - stretching people's talents.

#### A3 Leadership styles

- Leadership styles:
  - authoritarian
  - democratic
  - laissez-faire
  - bureaucratic
  - people-orientated
  - task-orientated
  - situational
  - transactional
  - transformational.
- Using leadership styles to set expectations and establish a hierarchy.
- Adapting leadership styles to situation and context.

- Factors affecting leadership style, e.g.:
  - size of the group
  - the group's ability and experience
  - context
  - resources
  - previous knowledge
  - time constraints
  - environment
  - risks to the team and others.

## **Learning aim B: Explore theories and techniques used for the development of effective uniformed protective services teams**

### **B1 Theories of team development**

- Belbin's nine team roles: identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, contributions and allowable weakness of each role.
- Tuckman's stages of team development: the link between the relationships in the group and the focus on the task.
- Adair's theory: task, team and individual.

### **B2 Applying team building techniques in a uniformed protective services context**

- Use of team building techniques, e.g.:
  - motivational
  - training
  - mentoring
  - coaching.
- Being aware of and maximising individual strengths within the team.
- Opportunities for development.
- Areas for development.
- Supporting new and existing members.
- Specialist training conducted by the uniformed protective services.

### **B3 Anticipating and overcoming barriers to effective teamwork**

- Factors affecting team cohesion:
  - personal
  - leadership
  - environment
  - team dynamics
  - confidence in instruction
  - poor communication
  - lack of compliance
  - differences in personalities
  - differing values
  - competition
  - lack of team cohesion.

## **Learning aim C: Demonstrate the use of communication methods and systems relevant to the uniformed protective services**

### **C1 Types and methods of communication**

- Communication methods:
  - verbal, non-verbal, technological
  - formal, informal
  - internal, external
  - adapting communication, e.g. body language, tone of voice, use of words
  - confirming reception of communication
  - checking understanding.
- Communication systems:
  - reasons for use
  - relevance to specific uniformed protective services.
- Use of communication systems:
  - airwaves, Personal Role Radio (PRR), Bowman
  - phonetic alphabet
  - standard voice procedures
  - cross-service communications: acronyms, mnemonic, maintain control within each service.
- Types of communication system:
  - video link
  - email
  - mobile phone
  - paging
  - Morse code
  - semaphore.
- Advances in communication and technology.

### **C2 Communication in a uniformed protective services context**

- Presentation and delivery of information:
  - communication, e.g. financial, non-financial, formal and informal reports, letters, journal, magazine or newspaper articles, posters, leaflets, briefing documents, case notes
  - online – emails, blogs, website notices, online training, social media.
- Legal and ethical communication:
  - security – encryption, secure transfer
  - current data protection legislation
  - copyright
  - accessibility, equality, diversity and representation.
- Barriers to communication, e.g.:
  - language barrier
  - faulty equipment
  - breach/risk in security levels.

## **Learning aim D: Apply team working and leadership skills within uniformed protective services contexts**

### **D1 Skills for effective membership of a team in a uniformed protective services context**

Skills needed to be an effective member of a team in a uniformed protective services context:

- honesty and openness
- accountable
- patience
- committed to the task
- works to own strengths
- can give and receive constructive feedback
- communication
- appropriate use of a sense of humour
- supportive/integrity
- trustworthy
- professional
- considerate of others
- reliable.

### **D2 Skills for effective team leadership in a uniformed protective services context**

Skills needed to be an effective team leader in a uniformed protective services context:

- ability to
  - brief and debrief a team effectively
  - delegate
  - manage time
  - motivate – self-motivate and motivate others
  - review and reflect
  - manage conflict
  - lead by example
  - be fair and professional
  - monitor the team's actions
  - offer feedback
- mental agility
- knowledge of team members' capabilities
- integrity
- communication.

### **D3 Key tasks associated with leading a team**

Key tasks, e.g.:

- brief team
- check understanding, including overall aim(s)
- assign tasks to individual roles
- maintain discipline and follow instructions
- quality control
- safety of team
- monitor performance of team and achievement of aim(s)
- debrief team.

#### **D4 Reviewing performance as a team member or team leader in a uniformed protective services context**

Methods to review performance as a team member and a team leader:

- performance indicators
- target setting
- monitoring
- reviewing of performance against goals
- identification of areas of strength
- progress and development
- identification of skills gap
- recommendations for future
- support and development of team members.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore teamwork and leadership styles used in the uniformed protective services</b>		
<b>A.P1</b> Explain the characteristics and benefits of effective team working in the uniformed protective services.  <b>A.P2</b> Explain the different leadership styles used in the uniformed protective services.	<b>A.M1</b> Compare and contrast different team working approaches and leadership styles in the uniformed protective services.	
<b>Learning aim B: Explore theories and techniques used for the development of effective uniformed protective services teams</b>		
<b>B.P3</b> Explain the importance of team-building techniques in the uniformed protective services.  <b>B.P4</b> Explain how teams are developed in uniformed protective services, making some reference to recognised theories.	<b>B.M2</b> Discuss the role of team development in the uniformed protective services, making references to recognised theories.	
<b>Learning aim C: Demonstrate the use of communication methods and systems relevant to the uniformed protective services</b>		
<b>C.P5</b> Demonstrate appropriate use of communication methods.  <b>C.P6</b> Select and operate communication systems appropriate to given contexts.	<b>C.M3</b> Demonstrate effective operation and use of communication methods and systems in response to clear assessment of context.	
<b>Learning aim D: Apply team working and leadership skills within uniformed protective services contexts</b>		
<b>D.P7</b> Demonstrate the ability to work both as a team member and a team leader in a uniformed protective services context.  <b>D.P8</b> Review own performance in team activities, making some reference to feedback from others and identifying areas for improvement.	<b>D.M4</b> Demonstrate the ability to work effectively as both a team member and team leader in a uniformed protective services context, using feedback from others to assess strengths and areas for improvement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

To help learners to conduct research in this unit, learners must have access to a range of up-to-date uniformed protective services resources, such as websites and case studies.

### Essential information for assessment decisions

For this unit, learners will need opportunities for practical and sustained teamwork and leadership activities.

### Learning aims A and B

**For distinction standard**, learners will demonstrate that they have comprehensively researched teamworking approaches and leadership styles in the uniformed protective services, selecting relevant information and giving appropriate examples. They will link their examples to the theories they have studied, offering views on their effectiveness in the uniformed protective services.

**For merit standard**, learners will give detailed information on the characteristics of different teamworking approaches and leadership styles used in the uniformed protective services, explaining why the leadership style would be most effective and giving reasons why other styles would be less effective.

Learners will consider the role of team development, giving mostly relevant examples to back up their points, making clear reference to recognised theories.

**For pass standard**, learners will show an understanding of the different characteristics of teamworking approaches and leadership styles used in the uniformed protective services. They will give some information on the characteristics and benefits of effective team working.

Learners will explain the importance of team-building techniques, with some discussion on the role of team development in contrasting uniformed protective services, making some outline reference to recognised theorists.

### Learning aim C

**For distinction standard**, learners will consistently demonstrate the ability to correctly operate and use a range of communication methods and systems. They will evaluate the effectiveness of their own abilities against realistic communication objectives relevant to the uniformed protective services, making suggested recommendations for improvement.

**For merit standard**, learners will effectively demonstrate their ability to use communication methods and systems. They will analyse the effectiveness of their own abilities against the communication objectives, related to uniformed protective services contexts. Learners will make recommendations on how they can improve their ability to use these methods and systems.

**For pass standard**, learners will demonstrate their communication skills by using a range of methods and systems, such as verbal, face to face, radio message, email and social media. They will select appropriate communication methods and systems to use in different instances/for different scenarios. Learners will outline ways in which they can improve their use of the communication methods and systems.

## Learning aim D

**For distinction standard**, learners will demonstrate a professional approach throughout the activities carried out in both roles. They will show self-management when working as a team member, showing support for the team leader and demonstrating initiative in their own role. As a team leader, they will give direction confidently and adapt to changes in circumstances. Their review of the activities will show insight into how they worked as both a team member and a team leader, referring to specific skills. Together with feedback from others, they will plan how to improve their performance in both roles, setting feasible targets with defined methods.

**For merit standard**, learners will work effectively as both a team member and a team leader. As a team member, they will show commitment to the role they have been given, taking responsibility for their tasks and offering support to others. As a team leader, they will communicate well with the team and delegate work appropriately and fairly, monitoring their team's actions and showing some flexibility when circumstances change. Their review of the activities will be detailed and methodical. They will explain how they overcame any challenges and will draw on feedback from others to give examples of where their strengths lie and areas that need development.

**For pass standard**, learners will take on roles as a team member and a team leader for some/chosen/specified activities. As a team member, they will work competently within their role but look to the team leader for direction.

Their review will contain broad information on the activities they participated in. They will draw out some of the skills they demonstrated as both a team member and a team leader and refer briefly to feedback they received, giving outline examples of where they can improve.

## Links to other units

This unit links to:

- Unit 1: Citizenship and Diversity (Pearson-set)
- Unit 6: Government and the Protective Services
- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services
- Unit 11: Expedition Skills
- Unit 19: Professional Development in the Uniformed Protective Services.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- support from local protective services staff in the team-building activities.



# Unit 6: Government and the Protective Services

Level: **3**

Unit type: **External**

Guided learning hours: **90**

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## Unit in brief

Learners study the range and scope of service provision, and the impact that the government has on the work of the protective services.

## Unit introduction

Protective services are an essential part of UK society. They perform a wide range of duties, both statutory and non-statutory, in the interests of the public. In this unit, you will develop your knowledge of the scope of current protective services, the meaning of statutory requirements at different levels of government and how these requirements impact on how protective services function. You will also examine the roles and responsibilities of the government at different levels, and the individual and collective roles and responsibilities of those working in the protective services. You will be introduced to how protective services work individually and collaboratively.

You will understand the funding of protective services – where the money comes from, the importance of accountability for the use of these funds and the services delivered through this funding. You will develop your knowledge of key terminology used in the study of government and policies. You will also investigate policy development process and the impact that government policies can have on protective services, individuals and communities.

The skills you gain in this unit will help you to progress to study in higher education in a public-sector-related discipline. Also, the skills and knowledge you gain in this unit will support you in progressing to employment in public service organisations in a role such as management and government policy interpretation.

## Summary of assessment

This unit is assessed through a written examination set by Pearson.

The examination will be one and a half hours.

The number of marks for the examination is 70.

The assessment availability is January and May/June each year. The first assessment availability is January 2022.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of the scope of protective services, the roles of parliament, other levels of government and non-government bodies, and the processes involved in establishing legislation and sources of funding.

**AO2** Apply knowledge and understanding of the scope of protective services, the roles of parliament, other levels of government and non-government bodies, and the processes involved in establishing legislation and sources of funding.

**AO3** Analyse the purpose of the protective services, the responsibilities of parliament, other levels of government and non-government bodies, the impact of funding, accountability and policy development processes.

**AO4** Make connections and judgements between policy development process, separation of powers, the impact of policies, accountability and the impact on service delivery.

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Role and scope of the public sector

Understanding the role and responsibilities of the protective services within the wider public sector.

#### A1 Scope of protective services

An overview of the range of statutory protective services.

- Uniformed statutory protective services are required to be in place to maintain law and order, provide emergency assistance and defend the country and its dependencies:
  - emergency services: police, fire and rescue services
  - armed services: Army, Royal Air Force (RAF), Royal Navy (including the Royal Marines)
  - custodial care – HM Prison Service
  - other supporting statutory protective services – UK Visas and Immigration, National Health Service (NHS), Highways England, ambulance service, Maritime and Coastguard Agency.
- Non-uniformed statutory services are in place to provide essential services to the public:
  - local authorities – metropolitan borough councils, unitary authorities, town councils, county councils, city councils
  - central government – schools and education, legal aid, criminal justice services
  - supporting uniformed non-statutory protective services – Army Reserves, RAF Reserves, Royal Navy Reserves, Special Constabulary.

#### A2 Legal requirements for protective services delivery

Understanding the current legislation in place that determines the purpose of statutory services and how it impacts on their service delivery.

- The difference between public and protective services:
  - definition of uniformed protective services – armed services, emergency services: police, fire and rescue service, custodial services
  - definition of public services – other uniformed public services, non-uniformed public services.
- Purpose of statutory protective services:
  - emergency services – to respond quickly and safely to accidents, incidents or emergencies; to prevent incidents, including crime, public disorder, fire, accidents and injuries
  - armed services – to defend the UK and its dependencies, to support international peacekeeping duties and to support civil authorities through military aid to government powers, military aid to civil powers and military aid to the civil community
  - Prison Service – custodial care and rehabilitation of offenders.
- Legal requirements relating to other uniformed services:
  - UK Visa and Immigration – UK management and security of UK borders
  - Highways England – dealing with accidents, maintaining traffic flow.
- Legal requirements relating to non-uniformed statutory services:
  - local authorities – responsibility for the economic, social and environmental wellbeing of their area
  - NHS – delivery of health and care services
  - central government – oversee the operation of the civil service, government agencies and departments in the provision of services.

**A3 Non-statutory protective services**

Outlining the purpose of non-statutory protective services in supporting the work of statutory protective services.

- Uniformed non-statutory protective services:
  - voluntary or third sector services – Royal National Lifeboat Institute (RNLI), Royal British Legion, St John Ambulance, Red Cross, Mountain and Cave Rescue.
- Non-uniformed non-statutory protective services:
  - utility companies, public transportation, charity organisations.
- Purpose of non-statutory protective services:
  - provide services that statutory services cannot or are not able to cover, support statutory services; provision by public, private and third sector organisations; provide assistance to statutory services in civil contingencies.
- Data sharing and collaboration of delivery:
  - multi-agency approach to provision of services
  - mixed market of provision, including public and private sectors working together to provide services.

**B Structure of UK government and the protective services they work with**

Understanding roles and responsibilities of different levels of government. Understanding Parliament's responsibility for the policy and decision making that shapes the work of the protective services.

**B1 Political systems**

Outlining key principles of different political systems.

- Democracy.
- Republic.
- Monarchy.
- Communism.

**B2 The executive**

Understanding the work of the executive and government departments.

- the roles and responsibilities of the executive
  - cabinet – setting the strategic direction of the country, and putting policies in place that are then implemented by the protective services
  - government ministers – holding public office and enabling policies set to be implemented by the government departments
  - civil servants – ensuring the day-to-day running of government departments, implementing the policies set by the government.
- Government departments that work with protective services:
  - Ministry of Defence (armed services)
  - Home Office (the police, National Crime Agency, UK Visas and Immigration)
  - Ministry of Justice (Prison Service, Probation Service)
  - Department for Communities and Local Government (Fire and Rescue Service)
  - Department of Health (Ambulance Service and the NHS).

**B3 Parliament, roles and responsibilities**

Understanding the major institutions of state and the separation of powers.

- Monarchy:
  - role of the monarch – Head of State, Head of Commonwealth, authorising legislation through Royal Assent, advising Prime Minister and government officials, international representation
  - responsibilities of the monarch – role model, political neutrality, constitutional and representational duties.

- House of Commons:
  - composition of the House of Commons – the elected house in the UK government, made up of elected representatives from the UK constituencies. The representatives are drawn from parties that successfully won seats in a general or by-election
  - role of the House of Commons – representation of the people, examining and challenging the work of the government, debating and passing all laws and enabling the government to manage public finances through taxation
  - responsibilities of the House of Commons – representing individuals and communities through a representative democracy, enabling debate and discussion, political neutrality, political freedom and political pluralism. Voting on legislation and taxation issues, representing UK interests at home and abroad, interaction with other nations' governments.
- House of Lords:
  - composition of the House of Lords – not an elected body, but consists of a number of appointed representatives, including hereditary peers and life peers (Lords Temporal), senior bishops from the Church of England (Lords spiritual). The House of Lords is often referred to as the 'Upper House' or 'Second Chamber'
  - role of the House of Lords – make laws, check and challenge the actions of the government and provide a forum of independent expertise. Provide advice and guidance to the House of Commons, government and other public bodies
  - responsibilities of the House of Lords – remaining independent from the work of the House of Commons, checking bills to ensure that laws are fit for purpose, representation on committees investigating public policy.
- Separation of powers:
  - separation of powers is in place to ensure that the major institutions of state are independent of each other so no individual should have power that spans all offices.
- Institutions of state:
  - executive – government, the Prime Minister, the Cabinet and other ministers (to develop policies and propose legislation)
  - legislature – Parliament, members of the House of Commons and House of Lords (to debate proposed legislation and enact laws)
  - judiciary – judges (interpret and apply legislation in line with the intention of Parliament as well as developing common law).
- Parliamentary privilege: freedom of speech and debate.

#### **B4 Devolved bodies, roles and responsibilities**

Overview of the transfer of various levels of power to the UK's nations with kept authority over the devolved institutions in the UK Parliament itself.

- Scottish Parliament – the Scottish Parliament took responsibility for their devolved powers:
  - roles and responsibilities – implementing laws and policy on matters that affect Scotland (health, education, the environment, agriculture, housing, sport and the arts, law and order, transport and allocation of the Scottish budget).
- Welsh Parliament – the Welsh Parliament took responsibility for their devolved powers:
  - roles and responsibilities – representing Wales and its people, making laws for Wales, agreeing Welsh taxes, holding the Welsh Government to account.
- Northern Ireland Assembly – The Northern Ireland Assembly took responsibility for their devolved powers:
  - roles and responsibilities – representing Northern Ireland and its people, making legislation, scrutinising the executive committee.
- Reserved powers: those which stay with Parliament in Westminster.

**B5 Local government, roles and responsibilities**

An overview of the work of local government.

- Role of local government:
  - to represent residents in a local area, to determine and deliver local priorities
  - to work with a range of partners, including private organisations and charities as well as other levels of government to determine and deliver services
  - delivery of essential services to the local area, including children's services, highways, social care services, housing, environmental services, planning and development.
- Types of local government:
  - different structures of local government include county councils, district councils, unitary authorities, London boroughs, Greater London Authority, metropolitan districts
  - different powers of metropolitan mayors: Mayor of London, local authority mayor.
- Role and responsibilities of police and crime commissioners.

**C Funding and accountability****C1 Sources and impact of funding**

Understanding how the protective services obtain funding from a range of sources, and how government priorities and spending policies can impact on public service operations and delivery.

- Taxation, including income tax; council taxes raise funds for different services in the public sector.
- Other sources of funding:
  - some protective services are able to gain income from other sources, including income and rents charged by public service organisations, direct funding from central and local government, EU funding, National Lottery, donations and legacies.
- Income and expenditure:
  - HM Treasury sets a budget that explains how the country will finance the service provision.
- Impact of funding on public service delivery:
  - potential changes to, or effects on, the level, extent and quality of service provided
  - impact on service capability, including reduced or increased personnel, reduced or increased resources
  - impact on service personnel, including changes in salary, changes in equipment required to perform role
  - impact on communities, including changes in access to services, changes to level of service provision.

**C2 Protective services accountability**

Understanding how the protective services are accountable for the standards of service provision to funding organisations (central and local government), the public, stakeholders and their personnel.

- Need for accountability in protective services provision.
- Levels of protective services accountability, including national and local level, accountability to the public, accountability to stakeholders, accountability to employees.
- Role of police and crime commissioners (PCCs) and the Independent Police Complaints Commission (IPCC).
- Financial accountability – the protective services are accountable for the spending of public funds.
- Effective use of budgets, maintaining public confidence, sharing good practice through publication of audit reports to monitor effectiveness of service delivery.
- Measures of efficiency and effectiveness and productivity, including value for money, availability of service at point of need, meeting central government and local targets, sustainability, standards of protective services.
- Judicial review.

## **D The process and impact of government policies**

Understanding the processes involved in the development of government policies and the impact of government policies on the lives of individuals and communities, and on the way that protective services are delivered.

**Any policy and legislative changes must be reflected in teaching.**

### **D1 Policy-making process**

Understanding the different processes involved in the development of government policies.

- Development processes:
  - meetings to establish policy proposals, including cabinet meetings, parliamentary committees and sub-committees, consultation meetings
  - other development processes, including representations from outside government and from opposition members of parliament (MPs), letters to MPs, MPs' constituency surgeries, pressure groups, charities.
- Legal processes:
  - the processes that are involved in establishing policies into statute
  - the drafting of the statute, laying before parliament, parliamentary readings, the use of White Papers and Green Papers in Parliament, voting in the House of Commons and the House of Lords, signature by the monarch, setting dates of implementation.

### **D2 Impact of policies on the protective services and communities**

Understanding the impact that policy change and the introduction of new policies can have on protective services and the communities they serve.

- Influence of political parties and changes in government:
  - change in priority of service provision means increased or decreased access to services
  - change in spending plan can influence service provision
  - political ideology of parties can impact on policies they support.
- Communities and individuals:
  - increase or reduction in service provision, increased or reduced financial contribution means that service users have to pay to access services.
- Protective services personnel:
  - declarations of war, increased use of reserved forces, increased use of technology, reduction of service availability, target-setting standards, increased stress, low morale.
- Protective services personnel responses to government policy changes, including work to rule, strikes (but not armed service, police or prison service who are legally not allowed to strike), personnel leaving the service.
- Civilianisation of protective services.
- Responses to government policies:
  - public responses to government policy changes
    - civil disobedience
    - demonstrations
    - meetings that require police attendance
    - picketing, sit-ins to prevent road building
    - petitions.

## Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will demonstrate knowledge of the statutory protective services, both uniformed and non-uniformed.

Learners will be able to show a good understanding of how the non-statutory protective services are developed and the ways they can assist the statutory services.

Learners will apply knowledge and understanding of the role of Parliament and its different strands and the development of policies and legislation and the impact these can have on the protective services and the public.

### Level 3 Distinction

Learners will demonstrate a sound understanding of the purpose of the protective services, together with the legislation that determines their existence.

Learners will be able to display an understanding of the separation of powers in the parliamentary processes, and a sound knowledge of the financial accountability of the protective services.

Learners will be able to explain the development of policies and legislation and evaluate the impact of them on the performance of the protective services.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>to discover the meaning or essential features of a theme, topic or situation</li> <li>by breaking something down into its components or examining factors methodically and in detail</li> <li>by identifying separate factors, stating how they are related and explaining how each one contributes to the theme, topic or situation.</li> </ul>
Assess	Learners present a careful consideration of varied factors or events that apply to a specific topic or situation, or identify those which are the most important or relevant. Learners make a judgement on the importance of something. A conclusion is not necessary.
Define	Learners state or give an account of the nature, scope or meaning of a subject as objective facts. Learners do not need to include a justification or reason.

Command or term	Definition
Describe	Learners give an account of an issue, situation, problem or argument, including all of the relevant characteristics, qualities or events.
Discuss	Learners consider the different aspects of an issue, situation, problem or argument and how they interrelate or the extent to which they are important.
Evaluate	Learners review information and consider various aspects of a subject's qualities in relation to its context. Learners form a conclusion or come to a supported judgement, drawing on contextual evidence such as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information.
Explain	Learners make a point/statement and give a linked justification/exemplification of that point/statement. The answer will contain some linked reasoning.
Give	Learners provide examples, justifications and/or reasons to a context.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities. The answer may often require a single word answer although sometimes a few words or a single sentence is required.
State/Name	Learners give a name, definition or example.
To what extent	Learners review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.

## Links to other units

This unit links to:

- Unit 1: Citizenship and Diversity (Pearson-set)
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 3: Global Affairs, the Media and the Uniformed Protective Services
- Unit 7: Planning for and Responding to Emergency Incidents
- Unit 8: Custodial Care
- Unit 14: Principles of Managing Security Threats.

## Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 7: Planning for and Responding to Emergency Incidents

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

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## Unit in brief

Learners plan and implement a response to an emergency incident, drawing on their investigation of case studies of similar incidents to review the effectiveness of their own implemented response.

## Unit introduction

It is essential that the emergency services and other supporting services are prepared for a wide range of possible emergency scenarios and that they have plans in place to respond quickly and appropriately to meet their legal duties. To plan for and participate in emergency incident simulations, you need to practise skills in order to apply them appropriately. This includes drawing on your understanding of teamwork, leadership, communication and required processes in a uniformed protective services context.

In this unit, you will select and apply learning from across the qualification to prepare a plan in response to a given emergency incident, take part in an emergency incident simulation and compare your own emergency response plan to a real-life plan for a similar incident. You will investigate the guidelines that emergency services follow when categorising incidents, the roles and responsibilities of those involved and how they work together to plan their response to incidents, including consideration of changing circumstances and the potential impacts of the emergency incident.

This unit will support you in progressing to higher-education programmes that focus on multi-agency partnerships in urban regeneration and crime-prevention initiatives, and to a degree programme that focuses on one of the uniformed protective services, for example programmes in policing, police and criminal justice studies, public service management. The unit will also prepare you for employment in a variety of roles in the uniformed protective services.

## Learning aims

In this unit, you will:

- A** Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services
- B** Plan a response to a simulated emergency incident, considering the potential impacts of the incident
- C** Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident
- D** Review the emergency response plan against a similar case, considering areas for development.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services	<b>A1</b> Categorising emergency incidents <b>A2</b> Types of response to an emergency incident <b>A3</b> Roles and responsibilities of uniformed protective services in an emergency incident	Presentation of a planned, simulated table-top exercise that simulates a multi-agency response to an emergency incident, with given role and responsibilities. An evaluation of the potential impacts of the incident.
<b>B</b> Plan a response to a simulated emergency incident, considering the potential impacts of the incident	<b>B1</b> Incident response planning and the agencies that may be required <b>B2</b> Factors to be considered when preparing an incident plan, including the potential impacts of the incident	
<b>C</b> Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident	<b>C1</b> Skills and behaviours required in implementing an emergency response plan <b>C2</b> Considering new or changing circumstances when implementing a response plan <b>C3</b> Benefits of a table-top exercise	Participation in a simulated table-top exercise that simulates an emergency incident response, demonstrating skills in a designated role and evaluating the benefits of a simulated table-top exercise for the uniformed protective services.
<b>D</b> Review the emergency response plan against a similar case, considering areas for development	<b>D1</b> Similar types of emergency response case studies <b>D2</b> Factors to consider when comparing a case study response against an emergency response plan <b>D3</b> Identifying areas for development and improvements to the simulated emergency response plan	An evaluation of the emergency incident response plan against similar 'real life' emergency response plan, recommending areas for development and improvement.

## Content

### Learning aim A: Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services

#### A1 Categorising emergency incidents

Categorising of incidents varies across services and across the country but there are core principles that apply to all.

- Response times and targets to be achieved.
- Requirements for prioritising incidents:
  - civil contingencies legislation (a coherent framework for emergency planning and response)
  - National Call Handling Standards (Association of Chief Police Officers)
  - National Decision Model (NDM)
  - THRIVE priority risk assessments
  - call takers must use the THRIVE model to ensure incident has been prioritised correctly:
    - Threat – threat of what, when and how
    - Harm – to person, property, reputation
    - Risk – consider reasonable potential risks
    - Investigation – what are the investigative opportunities
    - Vulnerability – consider vulnerabilities of all persons involved, not just the victim(s)
    - Engagement – are they part of a hard-to-reach group?
- Factors that affect the prioritising of incidents:
  - threat to life, ongoing
  - threats/damage to property, ongoing
  - emergency response justified
  - response times/targets, factors affecting them.
- Types of small-scale emergency incidents:
  - road traffic collisions
  - weapon-related serious crime
  - offender(s) creating a disturbance
  - train/rail crash
  - building collapse
  - major road incident
  - gas explosion/fire.
- Types of major (large-scale) emergency incidents:
  - natural disasters, e.g. earthquakes, floods
  - hostile acts, e.g. terrorist bombings, chemical attacks
  - technological, e.g. cyberattacks on critical infrastructure
  - civil unrest, e.g. riots
  - health related, e.g. epidemic, pandemic
  - human error, e.g. major transport incident with mass casualties
  - large-scale industrial accidents – chemical, biological, radiological and nuclear (CBRN) materials/hazardous materials leak/spill.

**A2 Types of response to an emergency incident**

The approach adopted by the uniformed protective services will depend on the type of response needed.

- Types of response:
  - emergency
  - priority
  - standard/scheduled
  - non-attendance.
- Approaches:
  - single
  - multi-agency.
- Single approach:
  - liaison at different levels of incident command to include gold, silver and bronze command functions
  - incident management:
    - determination of which service is in charge during the phases of the incident
    - avoidance of potential conflicts of service priorities
  - incident command depends on the following factors:
    - severity of the incident, e.g. minor injuries through to fatalities, low-level disruption to severe disruption
    - stage of the incident
    - nature of the incident, e.g. natural/suspicious circumstance
    - whether firearms are involved
    - routine/non-routine.
- Multi-agency approach:
  - Joint Emergency Services Interoperability Programme (JESIP)
  - METHANE communication model:
    - Major incident declared
    - Exact location
    - Type of incident
    - Hazards present or suspected
    - Access – routes that are safe to use
    - Number, type and severity of casualties
    - Emergency services present and/or required.

**A3 Roles and responsibilities of uniformed protective services in an emergency incident**

- Role and responsibilities of call handlers when answering calls:
  - answering 999 calls as a priority
  - transferring to other departments
  - response times in which to answer calls
  - categorising the incident
  - information gathering and despatch of resources, dependent on seriousness
  - ongoing recording of information
  - contacting other services/agencies such as local council for highways, e.g. street lighting, scene securing, recovery of vehicles, utilities, gas, electricity, water and telephones.
- Role and responsibilities of first at the scene:
  - category 1 responders
  - category 2 responders.

- Roles and responsibilities within command and control at the scene:
  - risk assessment
  - personal protective equipment (PPE)
  - removal of potential threats
  - information gathering: Casualties, Hazard, Access, Location, Emergency, Type (CHALET)
  - setting up triage
  - preservation of evidence
  - control of entry and exit to emergency, securing the scene
  - coordinating with additional services/agencies
    - media
    - specialised units, e.g. dogs, traffic, Criminal Investigation Department (CID), bomb investigation teams
    - air ambulance, mountain rescue.
- Role and responsibilities of the different service personnel in an emergency incident:
  - police
    - dealing with the public
    - management of cordons
    - interviewing and taking statements from witnesses and victims
    - preserving and the collection of evidence for forensic examination
  - fire investigation officers
    - different types and causes of fire: fatal fires, large fires, deliberate or suspicious
  - search and rescue
    - vulnerable missing persons
    - casualties from buildings, vehicles, machinery; extinguish fire; resolve chemical, biological, radiological, nuclear (CBRN) leaks
    - use of specialist equipment for search and rescue at road collisions, explosions, fire and water related, collapsed buildings, mountain rescue situations
  - other protective services and specialist agencies
    - Royal National Lifeboat Institution (RNLI)
    - British Transport Police for fatal rail incidents
    - Health and Safety Executive (HSE) investigates serious injuries or fatalities in the workplace
    - third-sector welfare units, e.g. Royal Voluntary Service (RVS), Salvation Army, Red Cross, St John Ambulance, Samaritans.
- Accessing or providing support after an emergency incident:
  - support for call-centre staff
  - support for emergency-response staff
  - support given to members of the public
  - support for victims of emergency incident.
- Accountability of those involved in an emergency incident, e.g.:
  - senior officers
  - local authority
  - Health and Safety Executive (HSE)
  - Independent Police Complaints Commission (IPCC)
  - police and crime commissioners (PCCs).

## **Learning aim B: Plan a response to a simulated emergency incident, considering the potential impacts of the incident**

### **B1 Incident response planning and the agencies that may be required**

- Main considerations of the plan:
  - identify the risk
  - assessment
  - hazard prevention/minimisation
  - preparedness
  - response
  - service(s) required to respond to the incident
  - recovery.
- Types of plan:
  - generic
  - specific
  - multi-agency
  - single agency.
- Testing of the plan:
  - protective services organisations must have a plan in place and test the effectiveness of the plan
  - multi-agency exercises, e.g. Exercise Treblerope
  - single-agency/organisation exercises
  - testing the emergency response plan brings benefits to the protective services, e.g. identifying and managing changes, improvements, costs, feedback from other services and from the public.

### **B2 Factors to be considered when preparing an incident plan, including the potential impacts of the incident**

- Type and classification of the incident:
  - small-scale emergency
  - major (large-scale) emergency
  - cause of incident.
- Risk/hazard identification:
  - risk assessment.
- Identification of resources required and the services that may need to attend:
  - responsibilities of protective services to their own personnel, e.g.:
    - training
    - personal protective equipment (PPE).
- Incident-specific responsibilities:
  - bronze, silver and gold command
  - inner cordon:
    - forward control points (FCPs)
  - outer cordon:
    - incident control point
    - survivor assembly point
    - casualty clearing station
    - ambulance loading point
    - body holding area
    - traffic diversion
    - rendezvous points (RVP)
    - vehicle marshalling area
    - equipment area
    - media liaison point.

- Additional service requirements applicable to first responders, second responders, local authorities and other relevant organisations at the incident, as stipulated in civil contingency legislation:
  - role and responsibilities of responders and others involved.
- Debrief of situation by all agencies:
  - reviews of response procedures
  - scene investigation
  - victim support and NHS aftercare of victims and relatives
  - criminal proceedings
  - inquest hearings
  - witness support
  - clear up of scene and/or environment
  - return to normality.
- Scene investigation.
- Recovery phase:
  - identification of actions required to reinstate/repair/return the community to normality
  - recovery agents
    - organisations/services responsible for recovery and reinstatement, and their specific responsibilities.
- Post-incident reports:
  - content
  - purpose
  - evaluation with action planning for the future.
- Potential short-term impacts of an emergency incident on the local community, e.g.:
  - effects on victims and witnesses
  - access to services
  - road closures
  - loss of power and utilities
  - community cohesion
  - incidents on major roads or motorway network may cause delays and financial loss.
- Potential long-term impacts of an emergency incident on the local community, e.g.:
  - disease
  - people move away from the area
  - economic impacts on local area
    - fall in property prices
    - insurance costs may increase for local residents
    - businesses close down and/or lose customers
    - loss of personal incomes
    - inability to work due to injuries.
- Wider potential impacts of an emergency incident, e.g.:
  - public anxiety and fear of follow-up terrorist incident
  - change in legislation or police powers
  - reduced economic activity or less investment due to vulnerability of area to major incidents such as flooding and terrorism.
- Impact on emergency services and wider protective services, e.g.:
  - public perceptions of the emergency services due to media reporting of the incident
  - stretching of resources, reassigning personnel from normal duties to deal with major incidents
  - contingency plans, including mutual aid from other areas to assist
  - costs involved for additional shifts.
  - staff shortages due to illness such as post-traumatic stress disorder (PTSD).

## **Learning aim C: Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident**

### **C1 Skills and behaviours required in implementing an emergency response plan**

- Skills, e.g.:
  - communication skills, listening skills, use of written communication
  - teamworking
  - organisational skills
  - time-management skills
  - negotiation
  - delegation
  - ability to influence.
- Behaviours, e.g.:
  - adaptable
  - consideration of others
  - integrity
  - professionalism
  - disciplined
  - following rules and instructions
  - patience
  - flexibility.

### **C2 Considering new or changing circumstances when implementing a response plan**

- Decision making required when managing the implementation of the response.
- Making appropriate changes to initial plans:
  - learn from new incoming information and information sharing
  - types of threats that responders need to be aware of
  - change or reallocate resources and attention
  - act promptly to reduce the threat
  - follow the cycle again.
- Dealing with a changing environment, e.g.:
  - increase in flooding
  - increase in level of violence.
- Use of new equipment.
- Risks associated with an incident escalating and how to deal with these.
- Making decisions based on potential outcomes.

### **C3 Benefits of a table-top exercise**

How emergency services benefit from using table-top exercises to simulate emergency incidents, and use outcomes to improve plans for responding to emergency incidents.

- Effective method for reviewing plans, procedures and policies.
- Effective way to familiarise key personnel with their roles and responsibilities.
- Facilitates training, team building, communication, skills development, understanding of command and control.
- Helps focus the team within a specific situation.
- Helps identify any issues, adaptations required to accommodate challenges and/or assumptions.
- Helps identify the resources necessary to overcome any issues.
- Facilitates development of skills needed when working with other emergency responders.
- Helps identify means of overcoming any identified issues, challenges and/or assumptions.
- Facilitates adaptive management of incidents:
  - real-time monitoring
  - contingency planning
  - self-autonomous learning
  - information flow planning.

## **Learning aim D: Review the emergency response plan against a similar case, considering areas for development**

### **D1 Similar types of emergency response case studies**

- Similar emergency incidents, e.g.:
  - weather or climate related, such as floods in the UK or other countries, tsunami, severe weather conditions
  - terrorist incidents or shootings in the UK or other countries
  - incidents involving chemicals, harmful substances or explosions
  - health related, such as SARS, foot and mouth outbreaks, bird flu outbreaks
  - technological and transport, such as train derailments, aeroplane disasters, major road traffic collisions.

### **D2 Factors to consider when comparing a case study response against an emergency response plan**

- Cause of incident or instigators of incident.
- Injuries and death toll.
- Location.
- Restrictions.
- Barriers.
- Organisations involved.
- Media coverage and communication relating to the incident.
- Response times:
  - city
  - town
  - rural.
- Targets.
- Key issues that arose during or after the incident, including unplanned or unforeseen events and consequences.
- Post-incident reports.

### **D3 Identifying areas for development and improvements to the simulated emergency response plan**

- Responses times.
- Timings, targets.
- Organisations involved in the response, including third sector.
- Communication.
- Types.
- Speed.
- Problems occurred.
- Improvements needed.
- Response plans.
- Command and control.
- Response to unplanned events.
- Road and street area closures.
- Control of cordons.
- Access.
- Media reporting.
- Victims and others affected.
- Medical care and support.
- Response to the wider impacts.
- Government response.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services</b>		<b>AB.D1</b> Plan a comprehensive response to a simulated emergency incident, including the required procedures and evaluate the potential impacts of the emergency incident.
<b>A.P1</b> Explain the categorising and different types of responses to emergency incidents.  <b>A.P2</b> Explain the role and responsibilities of different emergency incident responders.	<b>A.M1</b> Analyse the single and multi-agency approaches used for different types of emergency incidents.	
<b>Learning aim B: Plan a response to a simulated emergency incident, considering the potential impacts of the incident</b>		
<b>B.P3</b> Plan a competent response to a simulated emergency incident, including the procedures that need to be followed.  <b>B.P4</b> Explain the potential impacts that may occur due to the emergency incident.	<b>B.M2</b> Plan a detailed response to a simulated emergency incident, including the required procedures and assess the potential impacts of the emergency incident.	
<b>Learning aim C: Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident</b>		<b>C.D2</b> Carry out designated role efficiently in a planned response to a simulated emergency incident, considering changes that might occur and evaluating the benefits of a simulated response exercise for the uniformed protective services.
<b>C.P5</b> Competently carry out designated role in a planned response to a simulated emergency incident, considering changes that might occur.  <b>C.P6</b> Explain the benefits of a simulated response exercise for the uniformed protective services.	<b>C.M3</b> Proficiently carry out designated role in a planned response to a simulated emergency incident, considering changes that might occur, and analyse the benefits of a simulated response exercise for the uniformed protective services.	
<b>Learning aim D: Review the emergency response plan against a similar case, considering areas for development</b>		<b>D.D3</b> Evaluate the effectiveness of own simulated emergency response plan, justifying recommendations for improvements informed by the real-life emergency response plan.
<b>D.P7</b> Compare own simulated emergency response plan to a real life emergency - response plan for a similar type of emergency incident.  <b>D.P8</b> Explain areas for improvement for own simulated emergency response plan.	<b>D.M4</b> Analyse own simulated emergency response plan and areas for improvement against a real-life emergency response plan.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to appropriate emergency incident case studies, relevant legislation and emergency incident response plans.

### Essential information for assessment decisions

#### Learning aims A and B

In achieving learning aim B, learners will produce a plan to respond to a simulated emergency incident. Tutors should ensure that the simulated emergency incident scenario selected by learners provides sufficient scope to enable them to complete the assessments fully.

**For distinction standard**, learners will produce a thorough and effective response plan for an emergency incident, showing in-depth understanding of planning methods used in an emergency response context. They will show consistently accurate understanding of all the factors that need to be considered when producing a robust emergency incident response plan, including legal requirements of responders and any potential changes that might affect the overall plan. Learners will show understanding of the interrelationships between the agencies involved, the key actions required and their own roles and responsibilities in the planned response. The evidence will make use of valid examples or reasons to support details of the plan.

Learners will make consistently effective judgements about the relative importance of different possible impacts of the emergency incident. They will consider the impact on different stakeholders such as citizens, businesses, the environment and the protective services. Learners will draw accurately on the results of their research to show understanding of both specific and wider impacts, and justify their conclusions.

**For merit standard**, learners will give an objective, critical analysis of approaches used for a variety of types of emergency incident responses. They will present a detailed examination of information to interpret key aspects of, and links between, the type of emergency incident and the approach used.

Learners will produce a detailed, realistic and appropriate type of response plan that clearly meets the needs of the emergency response scenario. They will show correct understanding of the factors that need to be considered when producing the different types of emergency incident response plans, including the agencies involved, the key actions required, their command structure and their own role and responsibilities in the planned response.

Learners will carry out methodical, detailed consideration of the potential impacts of the emergency incident on emergency responders, communities, businesses and the environment as well as the wider impacts. They will express a reasoned analytical view about the different impacts, involving comparison, discussion or reasons for various impacts.

**For pass standard**, learners will give broad, generally correct details of the emergency services category guidelines and the different types of emergency response plans. They will give mainly correct explanations of the roles and responsibilities of the service personnel involved in an emergency incident, including the control room staff and legislative requirements that need to be met. Learners will make some relevant reference to the accountability of the various personnel involved. They will also give examples of some of the incident responders required in specific scenarios.

Learners will plan an appropriate response to an emergency incident, showing competent understanding of planning methods used in an emergency response context and the ability to select the correct type of plan. They will also show generally correct understanding of the agencies involved, the key actions required in the plan, command structure, their own role in the planned response, and the main responsibilities. The evidence will make some relevant use of examples or reasons to support details of the plan.

In producing their plan, learners will have given some consideration to potential impacts of an incident on the emergency responders, communities, businesses and the environment as well as the wider impacts. They will make reference to some appropriate examples of different impacts.

### Learning aim C

In achieving learning aim C, learners will take part in a simulated response to an emergency incident. Teachers should ensure that the role carried out by learners in the simulated emergency incident response provides sufficient scope to enable them to complete the assessments fully.

**For distinction standard**, learners will take part fully and effectively in a simulated emergency incident response. In carrying out the activities associated with their designated role, learners will consistently demonstrate appropriate skills and constructive behaviours well suited to the particular emergency scenario and task objectives.

Learners will show that they have developed skills to add value or improve outcomes while carrying out their designated role. For example, they will support other team members in carrying out their roles or show initiative by actively seeking clarification or solutions regarding new or unexpected information in relation to the simulated emergency situation. Depending on the context of the emergency scenario, key skills could include the ability to improvise and find timely solutions in unexpected situations, being consistently flexible and adaptable when working with others or showing the ability to deal appropriately with conflict or confrontation. Key qualities could include resilience, initiative, self-awareness and critical thinking.

Learners will show they can adapt their behaviour to changing circumstances on the ground by effectively anticipating and responding to risks and contingencies. This could be demonstrated, for example, by quickly and accurately identifying emerging risks, distinguishing between essential and non-essential aspects of new incoming information, sharing that information effectively with others, or changing or reallocating resources or plans in line with changing circumstances. In carrying out their designated role, learners will show consistently accurate understanding of the legal requirements of responders in their scenario.

Learners will make consistently valid judgements about the value of using simulated table-top exercises in the uniformed protective services. They will support their views by using specific, relevant examples to show how the process or outcomes of a table-top exercise increases chances of success in a uniformed protective services context. Learners will consider the benefits and disadvantages of the protective services planning and implementing a simulated emergency response plan, and the importance of considering any changes that might be required.

**For merit standard**, learners will take part in a simulated emergency incident, correctly demonstrating most key skills and behaviours relevant to their designated role and the objectives of the particular emergency scenario.

Depending on the context of the emergency scenario, key skills could include attention to detail, use of appropriate communication methods for different situations or seeking consensus on actions to be taken. Key qualities include awareness of how their own role fits into the wider team objectives and their accountability to others in the team.

Learners will show they can adapt their behaviour to the changing circumstances by anticipating and responding correctly to the most important risks and contingencies that arise in their emergency situation. This could be demonstrated, for example, by recognising the relative importance of different risks or seeking feedback or collaboration with others in their response to the changing circumstances. In carrying out their designated role, learners will show sound understanding of the legal requirements of responders in their scenario.

Learners will give careful consideration to relevant factors regarding the value of using simulated table-top exercises in the uniformed protective services. They will express a clear, detailed view regarding the benefits of the simulated exercise format and outcomes, with some references to the significance of different benefits.

**For pass standard,** learners will take part in a simulated emergency response incident, demonstrating some key skills and qualities relevant to their designated role. Depending on the context of the emergency scenario, key skills could include being able to work co-operatively with others, working independently and being able to communicate essential information. Key qualities could include showing consideration towards others and following instructions. Learners will show an ability to adapt their behaviour to changing circumstances by dealing with straightforward risks and contingencies in a generally appropriate way. This could be demonstrated by identifying some obvious new risks and attempting to adapt their behaviour to the changing circumstances through appropriate use of communication and support for others. In carrying out their designated role, learners will show basic understanding of the legal requirements of responders in their scenario.

Learners will give details and generally correct reasons or explanations to support a view regarding the benefits of using simulated table-top exercises to simulate emergency response incidents. In supporting their explanation, they will be able to identify the reasons why table-top exercises are used by the uniformed protective services and the benefits that can be gained, and show realistic understanding of some key procedures involved in using simulated exercises.

### Learning aim D

**For distinction standard,** learners will draw on a range of relevant information to critically consider potential strengths and weaknesses of their own simulated emergency response plan and compare it against a similar emergency incident, including any relevant legislative requirements. Learners will arrive at valid conclusions regarding the similarities and differences between the plans, including accurate references to the different roles played by responders. Their comparison of the plans will be supported throughout by references to specific examples that are relevant to the emergency scenario.

Learners will be thorough in considering areas for improvements in their plan and make specific, effective recommendations for enhancing outcomes of their plan. Their recommendations will be fully justified and substantiated with relevant supporting evidence. Learners will make logical references to the advantages and/or disadvantages of any suggested changes or improvements.

**For merit standard,** learners will present the outcome of methodical examination of the strengths and weaknesses of their own simulated emergency response plan and compare it against a similar emergency incident. Learners' comparison of the plans will be detailed or wide-ranging and will show careful consideration of factors relevant to the potential success of the plans, including references to the roles and responsibilities of different responders involved. They will express a clear, realistic view regarding areas for development in their own plan, supported by mostly relevant reasons for their views. Learners will show some consideration of the advantages and disadvantages of any potential changes or improvements to their plan.

**For pass standard,** learners will give generally correct reasons or explanations to support a view regarding the strengths and weaknesses of their own emergency response plan and the type of response that was used.

In comparing their own simulated emergency response plan and a real-life emergency response plan, learners will make some appropriate references to ways in which the plans are similar and/or different. They will give some details or correct reasons that explain the similarities and/or differences. They will identify and provide detail of some areas for improvement in their own response plan, showing a generally correct grasp of areas for development, and they will identify any obvious improvements or changes that should be made.

## Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 14: Principles of Managing Security Threats.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.



# Unit 8: Custodial Care

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners will study the security measures employed in a custodial environment, how control is maintained and how offenders are supported both in custody and on release.

## Unit introduction

Her Majesty's Prison Service provides a vital service to society in protecting the public and overseeing the security and rehabilitation of prisoners. The Prison Service offers varied and rewarding careers that require specialised knowledge and skills such as security and legal procedures, decision making and the ability to show understanding and compassion.

In this unit, you will gain an insight into the inner workings of the custodial environment. You will explore the strategies used by the Prison Service to ensure that they maintain their purpose of 'keeping those sentenced to prison in custody, help them lead law-abiding and useful lives, both while they are in prison and after they are released' (HM Prison Service). You will investigate how control is maintained, including the searching techniques used for individuals and cells to ensure that staff and prisoners are safe. You will then look at the support available to offenders in and out of custody.

This unit will support you in progressing to higher-education courses in public services that have been developed with Her Majesty's Prison Service. The unit will also support you in progressing to employment or to an Apprenticeship that focuses on prisons, penology and youth justice. The unit will help you to make an informed choice as to whether you want to specialise in the custodial care aspect of public service employment, for example in the prison or probation services, or in other offender management agencies.

## Learning aims

In this unit, you will:

- A** Examine the security measures employed in the custodial environment
- B** Investigate how control is maintained in the custodial environment
- C** Explore the receiving and discharging procedures for individuals and their property
- D** Understand how offenders are managed and supported in custody and on release.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the security measures employed in the custodial environment	<b>A1</b> Physical security <b>A2</b> Dynamic/relational security <b>A3</b> Procedural security	An employee guide on the security measures and maintenance of control in a custodial environment, in the form of a detailed leaflet.
<b>B</b> Investigate how control is maintained in the custodial environment	<b>B1</b> Factors that may influence a range of search methods <b>B2</b> Control measures	
<b>C</b> Explore the receiving and discharging procedures for individuals and their property	<b>C1</b> Receiving individuals <b>C2</b> Discharging individuals	A presentation with supporting notes on the receiving and discharge of individuals and the management of offenders, along with the measures in place to support their rehabilitation and resettlement on release.
<b>D</b> Understand how offenders are managed and supported in custody and on release	<b>D1</b> Relationships <b>D2</b> Environment <b>D3</b> Dealing with offender management <b>D4</b> Preparation for resettlement	

## Content

### Learning aim A: Examine the security measures employed in the custodial environment

#### A1 Physical security

The types of physical security and the importance of physical security in the custodial environment.

- Locks.
- Cells.
- Alarms.
- Fences.
- Gates.
- Security of surrounding area, e.g. patrolling, routine and non-routine checks of security, areas, search equipment, definition of search area.

#### A2 Dynamic/relational security

The types of dynamic security and the importance of dynamic security in the custodial environment.

- Role of the prison officer in supporting dynamic security, e.g. normal activities, domestic visits, official visits.
- Intelligence systems, e.g. collection of and analysis of data.
- Relationship between staff and offenders.
- Relational security explorer – See, Think, Act?

#### A3 Procedural security

The types of procedural security and the importance of procedural security in the custodial environment.

- Identifying possible risks and ways to deal with them.
- Dealing with and isolating physical risks.
- Completion of associated paperwork.
- Prison Service Instructions (PSIs) and Prison Service Orders (PSOs).
- Categorisation of custodial environments by the risk of the housed offenders.
- The different security measures employed in each custodial environment:
  - high security (category A)
  - category B
  - category C
  - open prisons (category D)
  - female establishments
  - young offenders
  - secure training centres (under 18s).

### Learning aim B: Investigate how control is maintained in the custodial environment

#### B1 Factors that may influence a range of search methods

The factors and scope to consider when conducting security searches.

- The purpose of security searches, to:
  - find unauthorised and prohibited items
  - protect people, their property and premises
  - deter illegal activity.

- The scope of searches:
  - people and their possessions
  - vehicles
  - venues.
- Importance of correct and thorough searches in the custodial environment:
  - prison contraband (what is and is not allowed in prison)
  - respecting individuals and their property
  - rubdown searches – procedures, use, limitations.
- Electronic wand – procedures, use, limitations.
- Searching of people within the custodial environment, e.g. prisoners, visitors, staff, official visitors.
- Conducting searches on individuals, e.g. cooperative, uncooperative, children.
- Cell searches for prohibited items, e.g. ICT, phones, alcohol, drugs.

## **B2 Control measures**

An overview of the strategies used in the custodial environment to maintain control.

- Responding to prison rules:
  - use of verbal cautions
  - use of report writing
  - adjudications and punishment.
- Incentive schemes designed to maintain control:
  - incentives and earned privileges scheme (IEPs)
  - entry/basic/standard/enhanced privilege levels.
- Assessing the need for control and restraint.
- Physical restraint.
- Appropriate technique for the situation.
- Segregation.

## **Learning aim C: Explore the receiving and discharging procedures for individuals and their property**

### **C1 Receiving individuals**

An overview of the processes employed in the custodial environment when individuals are received into custody:

- recording of essential information on first reception
- searching and security requirements
- reception procedures for moving individuals into custody, e.g. listing of property, health checks – physical, mental and substance misuse needs, reception interviews, induction into prison
- property storage.

### **C2 Discharging individuals**

An overview of the procedures employed in the custodial environment when individuals are discharged from custody:

- identification of individuals' security needs
- reasons for and terms of an individual's release
- pre-release conditions, e.g. paying of fines, completion of documentation and records
- property release.

## **Learning aim D: Understand how offenders are managed and supported in custody and on release**

### **D1 Relationships**

An overview of the importance of building and maintaining positive relationships between individuals and others within set boundaries.

- Relationships with those outside the custodial environment, e.g. promoting family ties and relationship with friends, with probation.
- Relationships with those inside the custodial environment:
  - staff
  - volunteers
  - other prisoners
  - prevention of radicalization.

### **D2 Environment**

An overview of the provision of support to meet individuals' needs in the custodial environment.

- Individual needs, e.g. anxiety, lack of communication with others, youth requirements, women, transgender, risk of self-harm or violence, recognising signs of substance abuse.
- Personal officers.
- Support for literacy, e.g. 'Toe by Toe' project.
- Role of chaplaincy.
- Role of Independent Monitoring Board (IMB).
- Support from other prisoners, e.g. listeners such as through the buddy systems.
- Mental health teams, e.g. support for anxiety, problems communicating.

### **D3 Dealing with offender management**

An overview of current practices in place to deal with offender behaviour.

- Prisoner National Offender Management Information Systems (PNOMIS).
- The role of the Offender Supervisor.
- Acknowledgement of offender behaviour and its impacts.
- Assessment of individual behaviour.
- Assessment of associated risks.
- Contributing factors:
  - physical
  - social
  - psychological
  - emotional.
- Triggers and patterns of offender behaviour.
- Planning provision to address offender behaviour.
- Changing behaviour positively:
  - obstacles to change
  - ownership and responsibility for decisions.
- Health and safety procedures to prevent risk of harm to self, colleagues and offenders.
- Impact of crime on victims and their need for protection.
- Current offender behaviour programmes.

#### **D4 Preparation for resettlement**

An overview of the types of support available for individuals prepared for resettlement following discharge from custody.

- The importance of preparation both inside and outside of the custodial environment.
- Support, e.g. with drugs and alcohol misuse, how to deal with financial exclusion, support with finding temporary accommodation to avoid homelessness, support with managing chaotic lifestyles, support with how to deal with separation from children and families.
- Implications of security for individual on licence or home detention curfews.
- Licencing requirements:
  - confirming understanding
  - consequence of breaches.
- Importance of monitoring progress of individuals by Offender Manager.
- Importance of maintaining documents and records by probation service.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the security measures employed in the custodial environment</b>		<b>A.D1</b> Evaluate the effectiveness of security measures in a custodial care environment and how these measures support a secure environment for offenders and staff.
<b>A.P1</b> Describe how physical, dynamic and procedural security measures are used in a custodial environment.	<b>A.M1</b> Analyse the use of physical, dynamic and procedural security measures in a custodial environment.	
<b>Learning aim B: Investigate how control is maintained in the custodial environment</b>		<b>B.D2</b> Justify the importance of search methods and control measures in a custodial care environment and how these measures support a secure environment for offenders and staff.
<b>B.P2</b> Describe the types and methods of searching conducted by staff in a custodial environment. <b>B.P3</b> Explain control measures in place in a custodial environment.	<b>B.M2</b> Analyse the use of searching and control measures to address offender behavior and maintain control.	
<b>Learning aim C: Explore the receiving and discharging procedures for individuals and their property</b>		<b>CD.D3</b> Evaluate how offenders are managed and supported coming into the custodial environment, in custody and on release.
<b>C.P4</b> Explain the process of receiving and discharging individuals and their property into and from the custodial environment.	<b>C.M3</b> Assess the process of receiving and discharging individuals and their property into and from the custodial environment.	
<b>Learning aim D: Understand how offenders are managed and supported in custody and on release</b>		
<b>D.P5</b> Explain how offenders are managed in custody. <b>D.P6</b> Explain how offenders are prepared for rehabilitation and release.	<b>D.M4</b> Analyse how offenders are managed and supported in custody and on release.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D3)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

Learners will investigate the security measures, search methods and control measures available to prisons to protect staff, offenders and others.

**For distinction standard**, learners will draw on varied information to consider strengths and weaknesses of security and control, in order to express valid views on its effectiveness, and how security measures, methods of searching and control measures promote a secure environment for offenders. Learners' research should lead to a supported judgement on the different security measures, search methods and control measures in place, with consideration given to their advantages and disadvantages.

**For merit standard**, learners will present a detailed examination of the range of security measures used in custodial environments in order to interpret how the different measures and methods are applied in the custodial environment. Learners will be able to show how the security and control measures put in place contribute to maintaining a safe environment for those in custody, employees and visitors to the custodial environment.

**For pass standard**, learners will give a clear, realistic account in their own words of how the security measures are applied. They will identify relevant features and find information about the different measures.

Learners will consider the different types of search methods by giving a clear, realistic account in their own words, including how the methods are applied, selecting relevant features of each method.

Learners will show some relevant details and give evidence to support a view on the different control measures in place in the custodial environment, the different aspects of each control measure and why each one is important.

#### Learning aims C and D

Learners will investigate the support given to offenders during custody and the way they are managed, including the receiving and discharging of offenders.

**For distinction standard**, learners will draw on varied information and consider strengths or weaknesses of the different ways offenders are managed at each stage: coming into the environment, while they are in the environment and when they are discharged. Learners will be able to show the impact of the way that offenders are managed in the setting and how this contributes to preparation for release. Learners will be able to draw conclusions, giving supported judgements on the effectiveness of the support provided and the way that offenders are managed; recommending alternative strategies for offender management.

**For merit standard**, learners will present a careful consideration of the most important and relevant steps for processing individuals and their property when they are received and discharged from the custodial environment. Learners will make a judgement on the relevance of the processes.

Learners will present the outcome of a detailed examination of the different ways that offenders are managed and supported in the custodial environment, to determine how well support programmes meet the needs of offenders in custody and prepares them for release, meeting the needs of the community.

**For pass standard**, learners will show clear details of, and give reasons for, the processes used by staff to receive and discharge offenders and their property, and how offenders are managed while in the custodial environment. Learners will show that they understand the suitability of the different processes and the way that offenders are managed. Learners will be able to support their reasons with examples.

### Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 14: Principles of Managing Security Threats
- Unit 15: Police Powers and the Law
- Unit 18: Criminal Investigation Procedures and Practice.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

## Unit 9: Sociological Perspectives

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study the application of sociological approaches and explore how they impact on the policy decisions that inform the work of the uniformed protective services.

### Unit introduction

Sociology can lead you to question the views you hold and assessments you make about society, behaviour, relationships and the structure of social institutions that, in general, are part of the protective services.

In this unit, you will gain an understanding of the different sociological perspectives and concepts put forward by the principal theories and in schools of thought, such as functionalism and interactionist and post-modern theories, and consider how they are reflected in our behaviours, relationships, values and social structures. You will investigate how sociologists conduct their research, looking at different schools of thought, and then at how the findings of this research are interpreted politically before being applied to the development of social policy in relation to the uniformed protective services.

This unit will help you to progress to higher-education programmes that have strong links to the uniformed protective services professions such as policing, policing and investigation, and sociology and criminology. The unit will also be relevant if you want to build on your Level 3 learning and progress to employment or to an apprenticeship that focus on social sciences, inequality and social exclusion.

### Learning aims

In this unit, you will:

- A** Investigate the theories that form the basis of sociology as a science
- B** Examine the research methods used by sociologists to arrive at their findings
- C** Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective services.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the theories that form the basis of sociology as a science	<b>A1</b> The major themes emerging from the study of sociology <b>A2</b> Social structures <b>A3</b> Sociological theories and theorists	A report that evaluated the key concepts of sociology.
<b>B</b> Examine the research methods used by sociologists to arrive at their findings	<b>B1</b> Positivist research methods <b>B2</b> Interpretivist research methods <b>B3</b> Sampling	A research project that includes investigating and identifying the application of the results of sociological research methods in the development of policies that impact on the uniformed protective services.
<b>C</b> Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective services	<b>C1</b> Sociological perspectives on social policy <b>C2</b> The influence of sociology on policy <b>C3</b> How social policy shapes the uniformed protective services	A case study on how social policy has influenced the response of a particular uniformed protective service.

## Content

### Learning aim A: Investigate the theories that form the basis of sociology as a science

#### A1 The major themes emerging from the study of sociology

- Concept of society:
  - patterns of behaviour
  - forming relationships.
- Impact of groups on social behaviour:
  - values, rewards, sanctions and deviance.
- Meaning and importance of objectivity in research and analysis.
- Meaning and importance of systematic approach.

#### A2 Social structures

Purpose and evolution as well as the impact they have on behaviours and relationships.

- Culture.
- Religion or belief systems.
- Education.
- Family networks.
- Conformity – norms and how behaviours match or deviate from those norms.

#### A3 Sociological theories and theorists

- Functionalism/consensus theory.
- Conflict theories:
  - Marxism
  - feminism.
- Interactionist/social action theory.
- Postmodernist theories:
  - Jacques Derrida
  - Jean Baudrillard
  - Frederic Jameson
  - Douglas Kellner.

### Learning aim B: Examine the research methods used by sociologists to arrive at their findings

#### B1 Positivist research methods

- Primary research:
  - experiments
  - structured interviews
  - questionnaires.
- Secondary data/official statistics.

#### B2 Interpretivist research methods

- Observations.
- Field experiments.
- Unstructured interviews.
- Personal documents.

#### B3 Sampling

- Random methods.
- Non-random methods.

## **Learning aim C: Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective services**

### **C1 Sociological perspectives on social policy**

- The perspectives of the theories and theorists of the nature of the state and the policy it produces:
  - positivists – sociology as a science; its purpose is to inform government, value freedom
  - realists – social policy recommendations, particularly in the area of crime and deviance
  - Marxism – policy used to prop up capitalism
  - feminists – particularly education policy
  - New Right – particularly welfare policy
  - postmodernists – Is sociology able to be sufficiently objective to influence policy?

### **C2 The influence of sociology on policy**

- Examples of sociological research that impact on policy, e.g. the Crime Survey, the Census:
  - Giddens' Third Way and New Labour.
- Other factors influencing policy:
  - pressure groups
  - cost
  - electoral popularity
  - welfare state
  - transport
  - social services
  - social policy refers to guidelines, principles and legislation
  - demographics, environmental and economic factors
  - vulnerable groups, policies to control drugs and crime.

### **C3 How social policy shapes the uniformed protective services**

All protective services need to be aware of social policy when developing working practices and ensure they respond in a fair and inclusive way to society. There can be an increase in the workload of the uniformed protective services when dealing with vulnerable groups.

- Drug taking leading to social issues.
- Increase in crime rates.
- Cost and resource implications.
- Working relationships with other agencies.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the theories that form the basis of sociology as a science</b>		<b>A.D1</b> Evaluate the key theories and their interpretation of models of society and behaviour, and how they impact on the uniformed protective services.
<b>A.P1</b> Explain the major themes that emerge from the study of sociology.	<b>A.M1</b> Analyse the impact of social structures and behaviour on the uniformed protective services.	
<b>A.P2</b> Explain what is meant by society by using the key social structures.		
<b>A.P3</b> Outline the key theories that underpin the study of sociology.		
<b>Learning aim B: Examine the research methods used by sociologists to arrive at their findings</b>		<b>B.D2</b> Evaluate how different research methods are appropriate from the sociological perspective, making valid judgements.
<b>B.P4</b> Compare the different research methods used by sociologists.	<b>B.M2</b> Analyse how different research methods are appropriate from the sociological perspective.	
<b>Learning aim C: Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective services</b>		<b>C.D3</b> Evaluate the value of sociological theory and research, and the social policy factors that will impact on the uniformed protective services in the future.
<b>C.P5</b> Explain how sociological theory and research can influence the uniformed protective services.	<b>C.M3</b> Discuss, with the use of an example, a key factor of social policy that has determined the response from the uniformed protective services.	
<b>C.P6</b> Describe the key factors of social policy that can impact on the uniformed protective services.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

Learners need access to an appropriate case study for learning aim C.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will draw on varied information to consider the significance of the relationship between the major themes in the study of sociology, social structures and the key theories of sociology. They will use technical language and come to reasoned conclusions about the perspectives of the key theorists on the relative value, importance and influence of the major themes and social structures.

**For merit standard**, learners will present the outcome of a detailed examination of the relationship between the themes, social structures and theorists, to interpret their relevance to the uniformed protective services. They must correctly identify the links between theory and social practice, using appropriate language, making well-structured and reasoned connections and justifying these connections with the use of examples.

**For pass standard**, learners will show some details and give evidence to support a view on the themes of sociology, outlining how they link to the major theories. All four of the major theories must be included and, in conflict theories, both Marxism and feminism must be outlined. Learners may select any postmodernist theorist, but should include the key elements common to all postmodernists.

#### Learning aims B and C

Learners will need to be given a case study containing a particular example that is fully contextualised for learning aim C so that they can discuss how social policy has influenced and determined the response for a uniformed protective service. The case study must contain sufficient depth to allow for a justification of the value of the policy.

**For distinction standard**, learners will research the implementation of a key historical social policy and draw on varied information to consider strengths and weaknesses of the research methods used by sociologists in the preparation and development of that policy. They will be able to give evidence to support a valid view on the impact of a social policy by considering the relationship between the policy, the protective services and the social structures and themes. They must use technical language and appropriately referenced data to make reasoned, evaluative judgements about the rationale, impact and efficacy of the policy.

**For merit standard**, learners will research the implementation of a key historical social policy and present the outcome of a detailed examination on the different research methods available to sociologists in the preparation and development of that policy, justifying their selection in terms of appropriateness. They must refer to an example and data to assess the impact of the research, theories and perspectives on the development of this policy.

**For pass standard**, learners will research the implementation of a key historical social policy and identify the main factors relating to the different research methods available to sociologists in the preparation and development of that policy. Learners will provide some relevant explanation of the similarities, differences, advantages and disadvantages. They will discuss how state control is perceived in the different theories, identifying the perspective and other key factors most closely linked to developing the social policy they selected.

### **Links to other units**

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 13: Introduction to Criminology
- Unit 16: Research Skills in the Uniformed Protective Services.

### **Employer involvement**

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop the underpinning skills and knowledge relevant to best practice and managing risk when participating in outdoor activities.

## Unit introduction

Outdoor activities is a broad field that has numerous benefits, including physical, social and psychological benefits, for those who engage with it.

This unit gives you the opportunity to participate in outdoor activities. You will be able to develop skills in specific activities and review your performance against group and personal expectations. You will develop your understanding of the skills needed to participate in outdoor activities. You will focus on the concept of good practice in the outdoor sector, while recognising that it is essential to have a knowledge and understanding of the environment where the activities take place. You will study a selection of activities in depth, focusing on developing your practical skills and techniques, which are essential for safe, efficient and independent participation. This unit will allow you to develop your level of physical ability in the outdoors.

This unit will help you to progress to studying a higher education programme that integrates outdoor activities and/or sport with ongoing engagement with local uniformed protective services or specific exercises with uniformed protective services. Learners wishing to progress from higher education to the officer selection process in the armed services are encouraged to participate in outdoor activities training in order to develop fitness, resilience and leadership skills to strengthen their application. The skills developed in this unit will give you a good foundation to progress to a range of employment opportunities and apprenticeships in the outdoor sector. Entry to employment in the uniformed protective services is dependent on applicants meeting physical fitness requirements.

## Learning aims

In this unit, you will:

- A** Examine the requirements and personal skills needed for participation in outdoor activities
- B** Develop skills and techniques and apply safety requirements for participation in outdoor activities
- C** Reflect on own practical performance in selected outdoor activities and how this will support own future career.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the requirements and personal skills needed for participation in outdoor activities	<b>A1</b> Activities in the outdoor sector <b>A2</b> Activity requirements <b>A3</b> Personal skills required to take part in outdoor activities	A practical demonstration of the personal skills and techniques and safety requirements for participation in two different outdoor activities.  A personal log of participation in the selected activities.
<b>B</b> Develop skills and techniques and apply safety requirements for participation in outdoor activities	<b>B1</b> Safety requirements for participation in outdoor activities <b>B2</b> Safe and appropriate participation in outdoor activities	
<b>C</b> Reflect on own practical performance in selected outdoor activities and how this will support own future career	<b>C1</b> Reviewing the personal skills and techniques learned through participation in outdoor activities <b>C2</b> Developments to improve personal skills and techniques in outdoor activities <b>C3</b> The importance of outdoor activities for a career in the uniformed protective services.	A report that reflects on strengths and areas for improvement using video analysis and other appropriate assessment methods to improve participation in outdoor activities. The review/report will also look at how outdoor activities are relevant to a career in the protective services.

## Content

### Learning aim A: Examine the requirements and personal skills needed for participation in outdoor activities

#### A1 Activities in the outdoor sector

Understand how outdoor activities can be carried out in a range of environments, require specialist equipment and have similar characteristics that allow them to be grouped together.

- Land-based activities, e.g. rock climbing, orienteering, mountaineering, mountain biking, caving, gorge walking, skiing, mountain walking.
- Water-based activities, e.g. sailing, kayaking, paddle boarding, windsurfing, scuba diving, surfing, white water rafting and canoeing.
- Air-based activities, e.g. hang gliding, paragliding, flying, parachuting.
- Alternative activities, e.g. coasteering, high ropes, geocaching.

#### A2 Activity requirements

Understand the requirements needed for participation in specific land-based, water-based, air-based and alternative outdoor activities.

- Environment: natural environment, controlled environment or man-made facilities.
- Equipment: maps, ropes, belaying equipment; craft, e.g. plane, boat, canoe; safety/protective equipment, e.g. torches, water and refreshments.
- Clothing, e.g. breathable layers, wetsuits, helmets, suitable footwear.
- Technology, e.g. GPS, satellite phones/communication devices.
- Qualified instructors.

#### A3 Personal skills required to take part in outdoor activities

These are the personal skills required in specific outdoor activities for effective participation.

- Demonstrate soft skills, e.g.:
  - communication, decision making, patience, motivation, determination, adaptability, problem solving, cooperation, teamwork, leadership skills, time-management skills.
- Demonstrate physical skills, e.g.:
  - endurance, agility, power, balance, strength, coordination, physical fitness, appropriate skills for selected uniformed protective services.

### Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor activities

#### B1 Safety requirements for participation in outdoor activities

- Knowledge of procedures:
  - internal and external
  - governing bodies where relevant, e.g. British Canoeing
  - legislation
  - risk assessment.
- Competency with equipment:
  - technical skills required
  - safety.
- Understanding the environment:
  - weather forecast
  - navigation skills
  - optimal conditions
  - prevailing conditions.

- Understanding groups and associated needs:
  - age
  - gender
  - ability
  - Special Educational Needs and Disability (SEND)
  - previous experience.
- Risk assessment for specific outdoor activities.
- Contingency planning for outdoor activities.
- Responding to emergencies:
  - first-aiders, mountain rescue
  - remain in contact with emergency service providers
  - importance of updating information about your location.

## **B2 Safe and appropriate participation in outdoor activities**

These are the skills and techniques required in specific outdoor activities for effective participation.

- Demonstrate activity-specific skills and techniques in land-based activities, e.g.:
  - climbing – abseiling, belaying, crimping, bridging
  - mountain biking – gear changing, breaking, negotiating obstacles
  - orienteering – compass work, judging distances, planning courses, map reading.
- Demonstrate activity-specific skills and techniques in water-based activities, e.g.:
  - sailing – launching, tacking, capsized recovery
  - kayaking – paddling, sweep stroke, bracing, bow rudder
  - windsurfing – planning, directional control, fall recovery.
- Demonstrate activity-specific skills and techniques in air-based activities, e.g.:
  - hang gliding – launching, flaring, landing
  - flying – take off, using pitch, yaw, roll and thrust, landing.
- Demonstrate activity-specific skills and techniques in alternative activities, e.g.:
  - coastering – swimming in open water, jumping, diving
  - geocaching – interpreting courses, using GPS, map reading.

## **Learning aim C: Reflect on own practical performance in selected outdoor activities and how this will support own future career**

### **C1 Reviewing the personal skills and techniques learned through participation in outdoor activities**

- Feedback:
  - from observers, peers, instructors/supervisors, teachers/assessors
  - protective services personnel, instructors, recruiters
  - recording, e.g. log, diary, photographs, videos.
- Review personal skills and techniques:
  - strengths
  - areas for improvement.

### **C2 Developments to improve personal skills and techniques in outdoor activities**

Following a review, look at how you would use a personal development plan to improve personal skills and techniques.

- Activities to improve skills and techniques:
  - aims and objectives
  - short- and long-term goals
  - SMART (specific, measurable, achievable, realistic, time-bound)
  - personal fitness levels.

- Opportunities to improve skills and techniques:
  - attending courses
  - qualifications
  - where to seek help and advice
  - volunteering opportunities.
- Potential obstacles:
  - time
  - money, location, distance/cost of travel
  - commitments, e.g. work, family, college/school
  - resources/equipment, e.g. human, financial
  - personal fitness, medical issues, physical and mental health restrictions.
- Requirements to improve skills and techniques:
  - personal attributes
  - national governing body awards and requirements (where relevant)
  - gain qualifications
  - gain evidence of good practice
  - job opportunities.

### **C3 The importance of outdoor activities for a career in the uniformed protective services**

Following the review, consider how the skills demonstrated can assist you to prepare for a protective services career.

- Purpose and benefits of outdoor activities to uniformed protective services organisations:
  - development of team ethos
  - development of individual leadership qualities
  - ability of team members and individuals to follow instructions.
- Purpose and benefits of outdoor activities to uniformed protective services employees:
  - development of teamwork skills
  - development of own leadership qualities
  - individual resilience.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the requirements and personal skills needed for participation in outdoor activities</b>		
<p><b>A.P1</b> Explain the activity requirements for participation in two different outdoor activities.</p> <p><b>A.P2</b> Explain how participants use personal skills in two different outdoor activities.</p>	<p><b>A.M1</b> Assess the specific activity requirements of two different outdoor activities.</p>	<p><b>A.D1</b> Evaluate how activity requirements and personal skills impact on participation in two different outdoor activities.</p>
<b>Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor activities</b>		
<p><b>B.P3</b> Demonstrate skills and techniques required for participation in different outdoor activities.</p> <p><b>B.P4</b> Demonstrate appropriate safety requirements for different outdoor activities.</p>	<p><b>B.M2</b> Demonstrate skills, techniques and safety requirements in different outdoor activities, selecting and using appropriate processes with confidence in relation to their purpose, limitations and resource constraints.</p>	<p><b>B.D2</b> Evaluate the success and benefits of own performance in demonstrating skills, techniques and safety requirements in different outdoor activities.</p>
<b>Learning aim C: Reflect on own practical performance in selected outdoor activities and how this will support own future career</b>		
<p><b>C.P5</b> Produce a personal development plan, based on a review of identified strengths and areas for improvement, for skills and techniques in different outdoor activities.</p> <p><b>C.P6</b> Explain the importance of outdoor activities to a career in the uniformed protective services.</p>	<p><b>C.M3</b> Analyse own personal participation to reflect strengths and areas for improvement in different outdoor activities.</p> <p><b>C.M4</b> Assess the benefits of participation in different outdoor activities, suggesting strategies for further development and how this will support a career in the uniformed protective services.</p>	<p><b>C.D3</b> Use feedback to produce an effective plan with justified actions for improvement in two different outdoor activities, justifying how this will support a career in the uniformed protective services.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners will need access to a minimum of two different outdoor activities. Ideally, this will be one water-based activity and one land-based activity, but it is accepted that this is not always possible, so centres should ensure that there is as much differentiation as possible between the types of activity.

### Essential information for assessment decisions

#### Learning aims A and B

Learners will take part in two different outdoor activities to demonstrate their skills, techniques and the application of safety requirements for the specific outdoor activity.

**For distinction standard**, learners will demonstrate accurate technical competence, as well as consistently appropriate compliance with the activity's requirements and safety regulations. They will select, apply and adapt the appropriate skills at the correct times and demonstrate the use of effective techniques. Learners will comprehensively consider the significance and implications of the use of appropriate skills, techniques and safety considerations. They will give justified reasons to support their views.

**For merit standard**, learners will take part in two different outdoor activities, demonstrating accurate technical competence, as well as compliance with the safety regulations throughout, selecting and applying the appropriate core skills at the correct times and demonstrating the use of effective techniques. Evidence through identified assessment methods should highlight the use of appropriate skills, techniques and safety considerations.

**For pass standard**, learners will take part in two different outdoor activities. They will show how the experience gained enabled them to demonstrate, independently, the core skills and techniques of the outdoor activity. They will show limited but acceptable compliance with the activity requirements and safety considerations of the outdoor activity.

#### Learning aim C

Learners will review their performance, reflecting on their strengths and areas for improvement. Learners could make use of video analysis, assessor observation forms and other appropriate assessment methods.

**For distinction standard**, learners will make accurate judgements on their own practical skills and techniques in two different outdoor activities and fully justify any personal improvements required. They will show a clear understanding of the requirements for the selected activities and justify their skills, linking these logically to the specific activities. Learners will show comprehensive consideration of feedback and their development plans will be achievable and convincing. They will justify how the developed skills will support a career in the uniformed protective services.

**For merit standard**, learners will discuss specific situations from their practical experience, stating how and why specific skills need improving, how specific techniques were applied, and how decisions were made. From the areas of improvement identified, learners will form a realistic plan to improve these points. They will give a balanced, objective analysis of the strengths identified and give generally valid reasons as to why these were strengths. Learners will use the same format for analysing areas for improvement, justifying suggestions to improve their practical skills and techniques. They will link this to how it will support their selected career in the uniformed protective services. Opinions should be supported with evidence.

**For pass standard**, learners will take part in two different outdoor activities and use appropriate methods to review their practical skills and techniques. Learners will consider their own performance for their selected outdoor activities and make some relevant links to these activities in the details of their development plan. Learners will identify their strengths and areas for improvement. They will give a reason as to why the identified point is a strength or a weakness. Learners must also give relevant detail or explanation to support a view regarding how participation in outdoor activities is important for a career in the uniformed protective services.

### Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 11: Expedition Skills.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.



# Unit 11: Expedition Skills

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop the skills needed to plan, participate in and reflect on outdoor expeditions.

## Unit introduction

Having the skills to undertake an expedition with friends or as an organised group will allow you to access some of the world's most challenging landscapes. Successful expeditions are undertaken around the world for a range of reasons, including personal challenge, fundraising for charity, education and scientific exploration in uncharted parts of the world. Many members of the uniformed protective services are involved with these expeditions. You will explore the reasons why people place themselves in some of the most physically challenging environments to achieve their goals.

In this unit, you will investigate past expeditions, exploring the history behind the most acclaimed and successful individuals and teams. You will also look at lesser-known expeditions that have changed the way in which modern expeditions are planned and undertaken. You will develop the skills needed to plan and undertake an expedition and will be given the opportunity to demonstrate these skills by planning, undertaking and reviewing your own expedition. This unit develops skills and improves the knowledge needed to lead a team on an expedition. Many of these skills are transferable to other tasks carried out in the uniformed protective services.

This unit will help you to progress to study higher-education programmes that integrate expedition activities with ongoing engagement with local uniformed protective services or specific exercises with uniformed protective services. The skills you develop will be particularly useful if you wish to progress to the officer selection process in the armed services on completion of further training or qualifications. This unit will help you to develop the leadership and planning skills needed for participating in the practical areas of uniformed protective services sector-related employment or apprenticeships, in areas such as fire and leadership and policing.

## Learning aims

In this unit, you will:

- A** Explore the development of different expeditions and their purposes
- B** Plan and undertake an expedition to meet set objectives
- C** Review own planning and undertaking of an expedition.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the development of different expeditions and their purposes	<b>A1</b> Expedition types <b>A2</b> Purposes of expeditions <b>A3</b> Factors affecting the development of expeditions	A presentation on the different types of expedition and the factors associated with the development of a range of expeditions.
<b>B</b> Plan and undertake an expedition to meet set objectives	<b>B1</b> Key aspects of expedition planning <b>B2</b> Considering health, safety and risk when planning an expedition <b>B3</b> Skills and techniques needed for undertaking an expedition	A portfolio of evidence, to include: <ul style="list-style-type: none"> <li>• details of the expedition</li> <li>• route card/annotated map</li> <li>• risk assessment</li> <li>• the factors considered when planning</li> <li>• a written review of the expedition personal improvement plan.</li> </ul>
<b>C</b> Review own planning and undertaking of an expedition	<b>C1</b> Review the expedition undertaken, including the planning stage <b>C2</b> Development planning for future expeditions	

## Content

### Learning aim A: Explore the development of different expeditions and their purposes

#### A1 Expedition types

- Individual.
- Groups and teams.
- Corporate.
- Educational.
- Military and protective services, e.g. uniformed services sponsored expeditions.
- Clubs, youth organisations and award programmes, e.g. Scouts, Guides, Duke of Edinburgh's Award.

#### A2 Purpose of expeditions

All expeditions must have an aim and objectives to make them viable.

- Duration:
  - one day
  - multi-day
  - extended duration.
- Form, such as:
  - mountaineering
  - trekking, e.g. Kilimanjaro, Machu Picchu
  - canoeing/kayaking, e.g. inland or coastal expeditions
  - sailing, e.g. Clipper Round the World Race
  - caving
  - pony trekking
  - cycling
  - multi-activity.
- Location:
  - regional
  - national
  - international.
- Aim and objectives:
  - military
  - science
  - exploration
  - personal development/team building
  - competition
  - informative/educational
  - commercial
  - entertainment.
- Funding:
  - self-funded
  - sponsorship
  - charity
  - grants.
- Equipment and technology:
  - personal equipment, e.g. clothing, equipment, footwear, GPS trackers
  - communication devices, e.g. satellite phones, emergency position-indicating radio beacon (EPIRB) and global positioning (GPS) devices.

**A3 Factors affecting the development of expeditions**

Understand how expeditions have become more accessible and how their type and purpose has changed as technology has advanced, and the impact of historical expeditions on today's 'modern' expeditions.

- Historical expeditions, e.g. Shackleton's polar exploration, Hillary and Everest, Amundsen and the Northwest Passage, Earhart flying over the Atlantic.
- New technologies enabling access to opportunities, travel and equipment.
- Charity and fundraising challenges, e.g. Everest base-camp trekking, Kilimanjaro climb, Vietnam to Cambodia cycle, Great Wall trekking.
- Importance to protective services, e.g. building teamwork, enabling leadership qualities to be developed and demonstrated, development of interpersonal skills and resilience.

**Learning aim B: Plan and undertake an expedition to meet set objectives**

Understand that the expedition must have an aim and that everyone must be properly equipped for the expedition.

**B1 Key aspects of expedition planning**

- Appropriateness:
  - activity selection, e.g. trekking, climbing, mountaineering, canoeing
  - location, e.g. local, national, international, forest, mountain, coastal, river
  - age restrictions of any activities.
- Purpose, aims and objectives of the expedition:
  - relevance to the expedition and its chosen activities, location and age of participants.
- Permissions:
  - management, e.g. line manager/senior management at school/college or employer
  - local authority (related to the school/college)
  - parent/guardian
  - participant
  - landowner
  - appropriate authorising body (where relevant), e.g. charity expeditions.
- Logistics:
  - group size and staff ratios
  - transport
  - group equipment, e.g. stoves, ropes, safety equipment
  - individual equipment, e.g. sleeping bags, boots.
- Accommodation:
  - different types of accommodation, e.g. bunk houses, youth hostels, hammocks, tents
  - allocation for male/female
  - staff/instructor proximity.
- Food, nutrition and fluid requirements (dependent on the activity and expedition type and duration).
- Personal equipment:
  - types of rucksack
  - sleeping systems
  - clothing, e.g. base layer, warm clothing
  - waterproof protection
  - footwear.
- Group equipment:
  - types of tent, e.g. base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment
  - stoves, ropes, fuel.

- Finance:
  - budgets
    - income/expenditure
    - major costs areas, e.g. food, transport, fuel, camping/accommodation fees
    - insurance
    - planning for emergencies
    - maintaining records.

### **B2 Considering health, safety and risk when planning an expedition**

- Health and safety:
  - medical forms
  - next of kin
  - reason for accurate contact details
  - chain of command
  - cascade information.
- Risk assessment:
  - completing a risk assessment pro forma (information to include and who is responsible for completion)
  - contingency planning.
- First aid:
  - first-aid equipment
  - basic first-aid knowledge
  - allocated first-aider
  - information for reporting emergency incidents.
- Weather check:
  - use of websites and other sources, e.g. the Met Office, Mountain Weather Information Service.
- Fitness:
  - personal – individual’s ability to complete the activities and expedition type and duration
  - team – ability of the whole team to complete the activities within the expedition.

### **B3 Skills and techniques needed for undertaking an expedition**

Completion of the required training and practice expeditions before attempting own expedition. You and your team must plan and organise your expedition and there must be three to eight people in your team.

- Navigation skills and techniques:
  - orientation of map
  - map care and folding
  - direction finding
  - grid references
  - scale and distance
  - handrail features
  - use of key
  - compass skills
  - preparing and using route cards
  - calculating time and distance.

- Camp craft techniques:
  - maintaining a dry tent
  - waste disposal and recycling
  - personal hygiene
  - packing equipment
  - using and storing equipment
  - erecting and striking tents
  - selecting campsites and finding shelter in an emergency.
- Travelling skills:
  - pacing
  - energy conservation
  - avoiding hazards.
- Weather-related skills:
  - understanding weather forecasts
  - predicting changing conditions
  - assessing conditions.
- Advanced techniques:
  - calculating distance travelled through time
  - route selection with emergency options, e.g. appropriate to the weather, other circumstances
  - camping comfortably in difficult weather
  - identifying position by methods of relocation, navigation in poor visibility
  - navigation with confidence and accuracy.

### **Learning aim C: Review own planning and undertaking of an expedition**

The aim of the review is to learn from any mistakes made when planning and carrying out the expedition and to address any areas identified by learners' peers to lessen the chance of these mistakes being repeated in planning future expeditions.

#### **C1 Review the expedition undertaken, including the planning stage**

- Feedback, e.g. from teachers, instructors, observers, peers.
- Personal strengths – planning and undertaking skills and techniques.
- Personal areas for improvement – both in general and in relation to preparation for a uniformed protective services career.
- Use of soft skills – communication, leadership, making.
- Appropriateness of expedition – suitability of area, choice of expedition, matching of expedition to participants.
- Health and safety issues.

#### **C2 Development planning for future expeditions**

- Skills and qualities that require more practice.
- Aims, targets, goals and milestones.
- SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Potential obstacles to development.
- Resources – human, physical, financial.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the development of different expeditions and their purposes</b>		<b>A.D1</b> Evaluate the factors associated with the development of different types of expeditions and their importance to the uniformed protective services.
<b>A.P1</b> Explain the development and purposes of different expeditions. <b>A.P2</b> Explain the factors which contribute to the development of expeditions.	<b>A.M1</b> Assess the factors that have contributed to the development of a range of expeditions and the importance of expeditions to the uniformed protective services.	
<b>Learning aim B: Plan and undertake an expedition to meet set objectives</b>		<b>B.D2</b> Produce a comprehensive plan and risk assessment for an expedition and competently demonstrate the advanced skills and techniques needed to meet set objectives.
<b>B.P3</b> Produce an accurate plan and risk assessment for an expedition to meet set objectives. <b>B.P4</b> Undertake an expedition, demonstrating appropriate skills and techniques throughout to meet set objectives.	<b>B.M2</b> Produce a detailed plan and risk assessment for an expedition and demonstrate advanced technical skills used in expeditions to meet set objectives.	
<b>Learning aim C: Review own planning and undertaking of an expedition</b>		<b>C.D3</b> Justify personal strengths and areas for improvement needed for future expeditions.
<b>C.P5</b> Review and reflect on the planning and undertaking of an expedition. <b>C.P6</b> Produce a personal development plan based on identified strengths and areas for improvement.	<b>C.M3</b> Analyse own performance to reflect strengths and areas for improvement identified in the development plan.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners will need the opportunity to participate in an expedition.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners will draw selectively and accurately on varied information to consider the different types of expedition and the factors associated with the development of a range of expeditions. Learners will thoroughly consider the advantages and disadvantages of different types of expedition and the factors that have led to their development, or otherwise. They will draw valid conclusions that are supported by examples, justifying how the development of expeditions has resulted in modern expeditions. Learners will highlight why expeditions are important to the uniformed protective services, expressing coherent, logical views.

**For merit standard,** learners will present a careful, clear consideration of varied factors that contributed to the development of a range of expeditions. Learners will present the outcome of a detailed comparison into the different types of expedition and the factors associated with them, with consideration given to why they are important to the uniformed protective services. Learners will provide relevant examples of expeditions to illustrate their points.

**For pass standard,** learners will show some relevant details or reasons to support a view, regarding the development and purposes of different expeditions. They will give some examples that link to their views. Learners will show that they understand the objectives of each type of expedition and the different factors that have influenced their development. They will also show understanding of how or why different expeditions are suitable for purpose.

#### Learning aims B and C

Learners will plan and undertake an expedition. Learners will carry out a practical demonstration of the skills and techniques needed for their selected expedition. For future planning, learners will also carry out a review of their personal strengths and weaknesses demonstrated during the expedition.

**For distinction standard,** learners will produce a plan for an expedition of their choice that is well developed and contains comprehensive coverage of planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also thoroughly consider health and safety, risk assessment, first aid, weather and fitness, and explain how the plan fully meets the set objectives. Learners will demonstrate accurate technical competences and full compliance with the expedition's requirements and safety regulations throughout. They will consistently select, apply and adapt appropriate skills at the correct times and demonstrate the use of effective planning, taking into account contingency planning. Evidence arising from identified assessment methods will highlight the use of appropriate skills, techniques and safety considerations. Learners will show depth of insight in reviewing the planning and undertaking of their expedition. They will make consistently valid judgements as to their practical skills and techniques, giving logical justifications for any personal improvements for planning future expeditions.

**For merit standard**, learners will produce a plan for an expedition of their choice that contains most key planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also make clear, realistic references to health and safety, risk assessment, first aid, weather and fitness, although some elements might be omitted or covered superficially. Learners will give generally relevant reasons to show how the plan meets the set objectives. They will demonstrate technical competences and compliance with the expedition's safety regulations throughout, selecting and applying the appropriate skills at the correct times, and demonstrating the use of effective techniques. Evidence arising from identified assessment methods will highlight the use of appropriate skills, techniques and safety considerations. Learners will review the planning and undertaking of their expedition in detail and will show objectivity in analysing the strengths identified by the review. They will give generally relevant reasons as to why these were strengths, giving some justification for suggestions to improve their practical skills and techniques to support future expeditions.

**For pass standard**, learners will produce a plan for an expedition of their choice that contains some planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also make competent references to health and safety, risk assessment, first aid, weather and fitness, but might give only brief or generic consideration to these factors. The plan will meet the set objectives in a basic but adequate manner. Learners will demonstrate the core skills and techniques needed for the expedition, showing limited but acceptable compliance with the skills, techniques and safety considerations of the expedition. Learners will carry out a straightforward review of the practical skills and techniques that were used when planning and which were applied during the expedition. They will identify their strengths and areas for improvement and give some reasons as to why the identified point is a strength or a weakness.

### Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services
- Unit 12: Developing Personal Fitness Programmes
- Unit 19: Professional Development in the Uniformed Protective Services.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 12: Developing Personal Fitness Programmes

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop the skills needed to adapt, implement and monitor a fitness training programme to improve own personal fitness for a uniformed protective services role and review its success.

## Unit introduction

All uniformed protective services personnel need to be fit so that they are able to carry out their job to a professional standard. Understanding the key principles of fitness training and applying it to practical situations is important to career success in this sector.

In order to complete the assessment for this unit, you will need to draw extensively on your knowledge and skills from *Unit 4: Physical Preparation, Health and Wellbeing*. This will enable you to apply your knowledge of fitness training by putting it into practice. You will use your fitness training programme to prepare for the requirements of working in the uniformed protective services. You will review your own fitness, and amend and expand on the fitness programme you have written in *Unit 4: Physical Preparation, Health and Wellbeing*. You will then carry out the programme to improve your fitness for employment in the uniformed protective services. This unit involves you carrying out different methods of fitness training, including methods to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed.

This unit will support you in progressing to higher-education fitness and sport-related programmes, and to a uniformed protective services related degree. This unit will prepare you to meet the fitness requirements of the different uniformed protective services roles and will further your understanding of fitness implementation. You can use the skills you gain in this unit to strengthen an application for employment or an apprenticeship in one of the uniformed protective services.

## Learning aims

In this unit, you will:

- A** Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role
- B** Carry out a training programme that improves personal fitness for a role in the uniformed protective services
- C** Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role	<b>A1</b> Fitness requirements of roles within the uniformed protective services <b>A2</b> Adapting a training programme in preparation for working in the uniformed protective services	Updated personal fitness training programme for a specific role in the uniformed protective services.
<b>B</b> Carry out a training programme that improves personal fitness for a role in the uniformed protective services	<b>B1</b> Fitness training programme <b>B2</b> Fitness testing to produce monitoring data	A completed training diary. A report that reviews the fitness training programme. Annotated photographs or video evidence of fitness training supported by observation report and witness statement of learners carrying out their selected training programme.
<b>C</b> Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role	<b>C1</b> Reviewing the success of a personal fitness training programme <b>C2</b> Evaluating the personal fitness training programme	

## Content

### Learning aim A: Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role

#### A1 Fitness requirements of roles within the uniformed protective services

Fitness requirements for different roles in the protective services, e.g. infantry soldier, dog handler, firefighter, prison officer.

- The purpose of fitness requirements for protective services roles, to:
  - improve/optimize personal fitness
  - meet the physical demands of uniformed protective services roles
  - replicate the types of fitness needed in uniformed protective services roles.

#### A2 Adapting a training programme in preparation for working in the uniformed protective services

Updating a fitness training programme in preparation for working in specific roles in the protective services.

- Reason for changes from original programme:
  - change in fitness levels
  - change in uniformed protective services type/role
  - change in aims and objectives of fitness training programme.
- Appropriateness of current programme:
  - current fitness levels
  - desired fitness levels
  - fitness level required for the uniformed protective services role.
- Adapting an existing training programme:
  - aims and objectives
  - identifying personal fitness goals and targets
  - resources required
  - length of training programme.
- Adapting the principles of training:
  - specificity
  - progression
  - overload
  - reversibility
  - variation
  - FITT principles – frequency, intensity, time and type.

### Learning aim B: Carry out a training programme that improves personal fitness for a role in the uniformed protective services

#### B1 Fitness training programme

Carry out a fitness training programme to meet the needs of a selected uniformed protective services role.

- Risk assessment/health and safety considerations, e.g. warm-up, warm down, facilities, equipment, use of spotters.
- Fitness training programme in preparation for a selected uniformed protective services role:
  - number and length of sessions
  - time spent on different activities
  - types of fitness training performed
  - reasons for varying the programme, e.g. to prevent overload and boredom.

- Recording performance made in a training programme:
  - training diary/log, e.g. date and details of sessions
  - coach/instructor feedback.

### **B2 Fitness testing to produce monitoring data**

Carrying out fitness tests to review progress during the training programme.

- Fitness tests related to the individual's fitness training programme, e.g. multi-stage fitness test, sit and reach test, strength test, Illinois agility test, Cooper 12-minute test, one-repetition maximum tests (1-RM).
- Normative data.
- Milestones:
  - review progress, e.g. fitness, goals
  - impact on the body, e.g. adaptation
  - targets – completed, reviewed, updated.
- Adaptations made to change the training programme:
  - due to changes highlighted in the monitoring data
  - to meet any amended goals, e.g. change in role or uniformed protective services type
  - changes of circumstances/unknown events
    - injury
    - personal circumstances
    - work/education commitments.

## **Learning aim C: Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role**

### **C1 Reviewing the success of a personal fitness training programme**

Analysis of fitness test results to review the success of a personal fitness training programme.

- Fitness tests to review fitness levels:
  - whether goals and targets were met
  - current and desired levels of fitness
  - identification of strengths and areas for improvement.
- Fitness for average age and gender – compare results to normative data for fitness tests.

### **C2 Evaluating the personal fitness training programme**

- Review:
  - evaluation of strengths and areas for improvement
  - modifications and improvements to be made to the programme for future use.
- Benefits of undertaking the programme to uniformed protective services roles.
- Comparison of current fitness levels against uniformed protective services role requirements.
- Compare own fitness against the requirements of different protective services for specific roles:
  - impact on the body, adaptation to meet the physical demands of specific uniformed protective services roles.
- Research and compare own fitness against health and fitness of others of the same age, e.g. via websites.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role</b>		<b>A.D1</b> Justify adaptations to the training programme to improve fitness for a specific uniformed protective services role.
<b>A.P1</b> Explain the fitness requirements for a specific uniformed protective services role.  <b>A.P2</b> Explain own level of fitness in relation to meeting the demands of a uniformed protective services role to make adaptations to a training programme.	<b>A.M1</b> Compare the fitness requirements of a uniformed protective services role with own levels of fitness to make adaptations to a training programme.	
<b>Learning aim B: Carry out a training programme that improves personal fitness for a role in the uniformed protective services</b>		<b>B.D2</b> Carry out a six-week fitness training programme confidently and effectively, making appropriate adaptations to the programme using monitoring data.  <b>C.D3</b> Evaluate strengths and areas for improvements of the training programme, providing recommendations for future training to meet the needs of a uniformed protective services role.
<b>B.P3</b> Carry out a six-week fitness training programme competently.  <b>B.P4</b> Monitor own performance when following a six-week fitness training programme.	<b>B.M2</b> Carry out a six-week fitness training programme confidently and effectively.  <b>B.M3</b> Monitor progress accurately and effectively during a six-week fitness training programme.	
<b>Learning aim C: Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role</b>		
<b>C.P5</b> Review training programme in relation to meeting fitness requirements of a uniformed protective services role.	<b>C.M4</b> Analyse strengths and areas for improvement of the training programme in relation to meeting the fitness requirements of a uniformed protective services role.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, B.M3, C.M4, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- the training programme designed in *Unit 4: Physical Preparation, Health and Wellbeing*
- a sports hall/gym/sports fields to undertake their fitness training programmes
- fitness testing equipment, for example multi-stage fitness test, sit and reach test, strength test, Illinois agility test, Cooper 12-minute test, one-repetition maximum tests (1-RM).

### Essential information for assessment decisions

In order to achieve the assessment requirements for this unit, it is strongly recommended that learners first complete the assessment for *Unit 4: Physical Preparation, Health and Wellbeing*.

### Learning aim A

For learning aim A, learners must update and adapt a personal fitness training programme to meet the fitness requirements for a specific uniformed protective services role.

**For distinction standard**, learners will be able to give consistently valid reasons and evidence for updating and adapting their personal fitness training programme in relation to a chosen uniformed protective services role and its fitness requirements. Learners will give detailed and well-thought-out reasons for why they have adapted the programme to meet the needs of the specific role and how these adaptations will aim to increase their own fitness levels or to maintain their fitness. They will draw conclusions that are supported by examples, justifying the changes and adaptations in relation to the specific uniformed protective services role. Learners will consistently use appropriate terminology and provide examples to illustrate their points.

**For merit standard**, learners will show clear details and give reasons and evidence to support the reasons why they have chosen to adapt their personal fitness training programme. Learners will make clear links to the physical fitness demands of their chosen uniformed protective services role and consider how they have adapted their programme to meet the needs of the specific role, for example increased intensity or introduction of new training methods. Learners will use appropriate terminology and provide examples to illustrate their points.

**For pass standard**, learners will choose a uniformed protective services role and adapt their personal fitness training programme to meet the fitness demands of this role. They will show generally relevant details and give reasons and evidence to support a view of what the uniformed protective services role is and how the fitness requirements relate to carrying out that role. When adapting the fitness training programme, they will consider most of the requirements of the uniformed protective services role and how they will train to meet these fitness requirements.

### Learning aims B and C

For learning aims B and C, learners must undertake their adapted minimum six-week training programme to improve their personal fitness for a specific role in the uniformed protective services. Learners must also review the effectiveness of their fitness training programme in meeting the demands of their chosen specific uniformed protective services role.

**For distinction standard**, learners will carry out their fitness training programme with confidence and efficiency, demonstrating that they can correctly undertake different types of training in their programme. They will fully justify any adaptations that were made while carrying out the programme, for example if sustaining an injury or if the training programme did not enable them to meet their fitness target. Learners will carry out fitness tests with consistent accuracy to monitor their current fitness levels and to review their progress during the training programme. They will give logical justifications for any modifications and improvements to be made to their programme. Learners will draw accurately on varied information to consider the strengths and areas for improvement of the personal fitness training programme they have undertaken in relation to the demands of their chosen uniformed protective services role. They will thoroughly consider the impact of the training programme on their fitness level and draw valid conclusions.

Learners will make consistently valid recommendations to maintain or improve the training programme to ensure their personal fitness level meets that of their chosen uniformed protective services role.

**For merit standard**, learners will demonstrate that they can carry out an effective fitness training programme. Learners will monitor progress in their programme and record all activities/sessions correctly, giving generally accurate details of the training types undertaken. Learners will show some progression in the meeting of set milestones and by carrying out fitness tests to monitor their current fitness levels, making appropriate modifications when needed.

Learners will provide an objective, balanced view regarding how their personal fitness training programme helped them to meet the fitness requirements of a specific uniformed protective services role. They will provide mostly relevant detail in explaining how their training programme succeeded in meeting its aims or how the training programme could be improved for future success.

**For pass standard**, learners will demonstrate that they can competently carry out and monitor their personal fitness training programme. They will competently record details of the activities and sessions carried out during the training programme, monitoring their personal progress within them. Learners will take part appropriately in fitness testing to provide monitoring data which can be used to make adaptations or improvements to their fitness training programme, if needed.

Learners will give a basic review of their training programme. The review will explain their success in meeting the fitness requirements of a chosen uniformed protective services role. Learners will give some relevant reasons as to why carrying out the training programme will assist them in meeting the fitness requirements for their selected uniformed protective services role.

### Links to other units

This unit links to *Unit 4: Physical Preparation, Health and Wellbeing*. Learners must complete Unit 4 before they complete this unit.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 13: Introduction to Criminology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the theories of criminology used to explain, measure and tackle crime and criminal behaviour in England and Wales, and their influence on the uniformed protective services.

## Unit introduction

Criminology is the study of crime and criminal behaviour, drawing on psychology, sociology, law and other disciplines, to explain the causes and prevention of crime. There are many different approaches to defining and explaining the extent of crime in England and Wales.

In this unit, you will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour. You will also explore the various methods of crime prevention in England and Wales. You will investigate the various sets of crime statistics that explain the extent of crime in England and Wales, and you will look at the impact of crime on society, exploring concepts such as 'fear of crime' and how this may manifest itself in both individuals and communities. You will determine why, according to criminological theories, that certain groups are more likely to commit crimes than others. You will look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, you will explore how those who have been victims of crime or who have witnessed crime, and those who may be at risk of threats and intimidation, can be supported by the uniformed protective services, other public services and other related bodies.

This unit will help you to progress to higher education programmes that have strong links with uniformed protective services professions such as policing, policing and investigation, and sociology and criminology. This unit is also relevant if you wish to progress to an apprenticeship or employment in the police service, the probation service, the prison service, criminal justice agencies and victim support agencies.

## Learning aims

In this unit, you will:

- A** Examine the effects of crime on individuals, communities, the uniformed protective services and other public services
- B** Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders
- C** Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Examine the effects of crime on individuals, communities, the uniformed protective services and other public services</p>	<p><b>A1</b> Methods used to measure crime and criminal behaviour</p> <p><b>A2</b> Theoretical explanations of why people commit crime and patterns of criminal behaviour</p> <p><b>A3</b> Effects of crime</p>	<p>Using case studies on criminal behaviour, learners will explain:</p> <ul style="list-style-type: none"> <li>• how crime is measured in England and Wales</li> <li>• the social distribution of crime in England and Wales</li> <li>• the effects of crime.</li> </ul>
<p><b>B</b> Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders</p>	<p><b>B1</b> Crime prevention and control strategies</p> <p><b>B2</b> Punishment</p>	<p>A report based on the case studies that evaluates the impact of crime on communities and individuals.</p> <p>A report on the application to given case studies of:</p> <ul style="list-style-type: none"> <li>• crime prevention and control strategies</li> <li>• the perspectives and methods of punishment.</li> </ul> <p>An evaluation of the impact of strategies taken by public services on crime prevention and punishment in the given case studies.</p>
<p><b>C</b> Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime</p>	<p><b>C1</b> Victimisation</p> <p><b>C2</b> Victim and witness support provided by the uniformed protective services, other public services and third sector organisations</p>	<p>A report that:</p> <ul style="list-style-type: none"> <li>• describes the factors that contribute to victimisation</li> <li>• explains the range of support available from the public services for witnesses and victims of crime</li> <li>• evaluates the impact of public services in supporting witnesses and victims of crime.</li> </ul>

## Content

### **Learning aim A: Examine the effects of crime on individuals, communities, the uniformed protective services and other public services**

#### **A1 Methods used to measure crime and criminal behaviour**

The different methods for measuring crime in England and Wales, and the differences between each method.

- What crime statistics reveal and why they are important as a measure of crime.
- Home Office official statistics:
  - summary of what they measure
  - importance of Home Office statistics as a measure of crime.
- Self-report victim surveys:
  - Crime Survey for England and Wales
  - commercial victim survey
  - difference between victim surveys and Home Office statistics in terms of what they measure
  - importance of victim surveys as measures of crime.
- Self-report offender surveys:
  - summary of key features and what they cover
  - importance of self-report offender surveys as measures of crime.

#### **A2 Theoretical explanations of why people commit crime and patterns of criminal behaviour**

- Criminological theories:
  - rational choice theory
  - biological positivism, e.g. link between criminal behaviour and biology, key physical features of a criminal
  - psychological positivism, e.g. psychodynamic theory, behavioural theory.
- Different patterns of crime based on gender, social class, age, ethnicity and location:
  - gender and crime
    - summary of patterns of offending between the sexes according to crime statistics
    - summary of theoretical explanations for patterns of offending, e.g. chivalry thesis, sex role theory
  - age and crime
    - summary of patterns and trends in offending according to age group
    - summary of theoretical explanations for patterns of offending, e.g. status frustration, delinquency, drift and neutralisation
  - social class and crime
    - summary of patterns and trends in offending according to crime statistics
    - summary of theoretical explanations for the links between social class and crime, e.g. social deprivation
  - ethnicity and crime
    - summary of patterns of offending according to ethnic group over the last 50 years
    - summary of theoretical explanations for links between ethnicity and crime, e.g. police culture
  - locality and crime
    - patterns and trends of offending in urban and rural areas according to crime statistics
    - summary of theoretical explanations for the links between locality and crime, e.g. Chicago school and zone of transition.

**A3 Effects of crime**

- Impact of crime on victims and the community:
  - fear of crime – factors that influence fear of crime, e.g. gender, locality, age, health, previous victimisation
  - perception of crime – social construction of crime by the media, e.g. representation of social groups – gender, age, locality, social class, ethnicity, labelling and its effects, representation of types of crime
  - patterns of victimisation, e.g. class, age, ethnicity, gender, repeat victimisation
  - perspectives on victims of crime.
- Impact of crime on the public services and the community:
  - the cost of supporting victims and witnesses
  - medical support
  - the cost of providing criminal justice services
  - the need to repair and renovate damage.

**Learning aim B: Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders****B1 Crime prevention and control strategies**

Learners will explore the crime prevention and control strategies used by the public services.

- Situational crime prevention:
  - explanation of the focus of this strategy, e.g. Ron Clarke (1992), strategy designed to make criminal activity less appealing to offenders and to reduce opportunities for crime, summary of key features
  - examples of this strategy in use, e.g. target hardening using locking doors, CCTV, security guards, traffic enforcement, shutters
  - evaluation of situational crime prevention, e.g. reduces certain types of crime, focuses on opportunist crimes, ignores the roots of crime, inappropriate focus of CCTV, crime displacement.
- Environmental crime prevention:
  - explanation of the focus of this strategy, e.g. Wilson and Kelling (1982), 'broken windows theory' – signs of disorder give the message that there is low social control, emphasises role of formal control measures
  - examples of this strategy in use, e.g. zero-tolerance policing, the Injunction to Prevent Nuisance and Annoyance (IPNA), curfews, street drinking bans, dispersal orders, environmental improvement strategies
  - evaluation of environmental crime prevention, e.g. studies suggest zero tolerance policing works, it is more expensive than situational crime prevention, the police should be focusing on more serious crime areas.
- Social and community crime prevention:
  - explanation of the focus of this strategy, e.g. focusing on the individual offenders and their social context, focusing on groups and taking action to limit their offending, enlisting the local community in combating crime
  - examples of this strategy in use, e.g. educational programmes, economic investment in poorer communities, youth leisure schemes, improving poor housing
  - evaluation of this strategy, e.g. the most costly crime prevention technique but could save money by preventing crime, still does not tackle structural inequalities, does not tackle elite crime.
- Models of crime prevention:
  - intelligence-led policing, e.g. identification of crime trends, targeting of prolific and priority offenders, creating problem-solving policing initiatives
  - multi-agency approaches, e.g. sharing information with other bodies, multi-agency responses and mechanisms such as community safety partnerships, multi-agency delivery of criminal justice services.

**B2 Punishment**

- Perspectives on punishment:
  - summary of the functionalist perspective, e.g. Durkheim believing that crime has positive functions for society
  - Marxist perspective – function of punishment as maintaining social order
  - postmodernist perspectives on punishment – Foucault’s sovereign and disciplinary power.
- Trends in punishment:
  - changing role of prisons
  - transcarceration
  - alternatives to prison
  - methods used to punish – incapacitation, rehabilitation, deterrence, retribution.
- Aims of sentencing:
  - aims of adult sentencing – incapacitation, rehabilitation, deterrence, retribution, reparation, denunciation, reducing the crime rate
  - aims in youth sentencing – reform and rehabilitation, punishment, protection of the public, reparation.
- Types of sentences:
  - adult sentences – custodial sentences, community orders, fines.
- Youth sentences – young offenders’ institutions, detention and training orders, detention for serious crimes, detention at Her Majesty’s pleasure, Youth Rehabilitation Order, fines.
- Effectiveness of prison.

**Learning aim C: Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime****C1 Victimisation**

- Types of victim, e.g. businesses, communities, minority groups, vulnerable members of the community, individuals.
- Factors that contribute to how an individual experiences victimisation, e.g. age, gender, ethnicity, culture, socio-economic status, and social networks.

**C2 Victim and witness support provided by the uniformed protective services, other public services and third sector organisations**

- Protective services and other public services involved in victim and witness support, e.g. police, police and crime commissioners, social services, National Probation Service, Crown Prosecution Service, local authorities, third sector organisations (TSOs), multi-agency co-operation and partnerships, agencies bound by the code of support for victims of crime.
- Victim support, e.g. Victims’ Information Service, code of practice for victims of crime, victim’s right to review, Victim Contact Scheme, special measures at court, restorative justice schemes, National Offender Management Service Victim Helpline, tackling repeat victimisation.
- Witness support, e.g. Witness Charter, Witness Care Units and the bodies that will provide witness care, Citizens Advice Witness Service and support services, including court information, witness protection schemes, support offer.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the effects of crime on individuals, communities, the uniformed protective services and other public services</b>		<b>A.D1</b> Evaluate the impact of crime on individuals, communities, the uniformed protective services and other public services using relevant statistics and reports.
<b>A.P1</b> Explain the patterns of criminal behaviour, and how statistics are gathered.  <b>A.P2</b> Explain the impact of crime on individuals, the community, the uniformed protective services and other public services.	<b>A.M1</b> Analyse the impact of crime, comparing and contrasting the official statistics and methods used to measure crime.	
<b>Learning aim B: Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders</b>		<b>B.D2</b> Evaluate the impact of the strategies used by the uniformed protective services and other public services for crime prevention and punishment in given case studies.
<b>B.P3</b> Explain the crime prevention and control strategies used by the uniformed protective services and other public services.  <b>B.P4</b> Describe the perspectives and methods of punishment in given case studies.	<b>B.M2</b> Analyse strategies used by the uniformed protective services and other public services for crime prevention and punishment in given case studies.	
<b>Learning aim C: Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime</b>		<b>C.D3</b> Evaluate the effectiveness of the support given by the uniformed protective services and other public services to witnesses and victims of crime and other organisations.
<b>C.P5</b> Describe the factors that contribute to how a victim will experience victimisation.  <b>C.P6</b> Explain the range of support available from the uniformed protective services and other public services for witnesses and victims of crime and other organisations.	<b>C.M3</b> Analyse the effectiveness of support given by the uniformed protective services and other public services to witnesses and victims of crime and other organisations.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- appropriate sociological textbooks
- the internet (for research purposes).

It is recommended that learners:

- are encouraged to research real-life examples of the theories delivered in this unit
- have access to guest speakers from the public services and victim and witness support groups to enhance their understanding of the material being covered and avoid plagiarism
- have access to a range of case studies prepared by the centre to prepare for assessment.

### Essential information for assessment decisions

Learners should reference all of their sources and present their work in a format appropriate to the nature of the research.

### Learning aim A

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider the impact of crime on individuals, communities and the public services using relevant statistics and reports. Learners' enquiry should lead to a supported judgement with reference to academic commentary on the benefits and disadvantages of the various statistics and reports used for measuring the impact of crime on individuals, communities, the uniformed protective services and other public services. Learners will include evidence from statistics and reports to fully justify their opinions and conclusions.

**For merit standard**, learners will present the outcome of a detailed examination of data to interpret and study key trends by comparing the official statistics with other statistics such as self-report surveys used to measure crime and criminal behaviour. Learners will highlight the key differences between these various statistics in relation to how they are gathered and what they measure. Learners will show careful, realistic consideration of the impact of crime on individuals, the community, the uniformed protective services and other public services. Learners will make generally appropriate references to public perceptions of crime and the various costs involved, for example supporting witnesses, providing medical support and the cost of providing criminal justice services.

**For pass standard**, learners will give clear details and evidence to support a view on the patterns of criminal behaviour and how statistics are gathered with reference to given case studies. Learners will refer to criminological theories to consider the criminal behaviours in the given case studies. They will also show that they comprehend how statistics are gathered to measure crime and criminal behaviour. Finally, learners will give some relevant explanations regarding the potential impact of the specific offences (as referred to in the case studies) on individuals, the community, the uniformed protective services and other public services.

## Learning aims B and C

**For distinction standard**, learners will draw accurately on varied information to consider the impact of the strategies used by the protective services and other public services for crime prevention and punishment. Learners' research will lead to a fully supported judgement, including individual statements, examples and comprehensive use and application of relevant research and data. Learners will show in-depth understanding of the perspectives on crime prevention and punishment in the case studies, referring to key theorists in order to support their argument.

Learners will thoroughly consider the various forms of support given by the uniformed protective services, other public services and other organisations to victims and witnesses of crimes. They will also consider the support given to victims and witnesses of crime. Learners will make consistently relevant references to research and data, which they will use to justify their arguments and conclusions regarding the effectiveness of the support given. Learners will give well-chosen examples, where necessary, of the positive aspects and challenges associated with support given to witnesses and victims.

**For merit standard**, learners will present the outcome of a detailed examination of the strategies used by the uniformed protective services and other public services for crime prevention and punishment identified in the case studies. Their analysis will be objective and make generally accurate reference to the key theories. Learners will also show detailed consideration of the strengths and weaknesses of the crime prevention and control strategies used in the case studies.

Learners will draw on relevant information from the given case study to interpret key aspect of the support given by the protective services, other public services and other organisations to witnesses and victims of crime. They will show generally accurate understanding and application of relevant theories involved.

**For pass standard**, learners will use the information given in the case studies to give a clear, objective account in their own words on the various crime prevention and control strategies that have been used by the uniformed protective services and other public services in the specific situations. They will give some relevant details and explanation regarding the key elements of each of the specific crime control strategies, as well as the theoretical perspectives on punishment, with some reference to key theorists.

Learners will show realistic understanding of the various factors that contribute to the ways in which a victim will experience victimisation. They will present a generally accurate discussion of various protective services, other public services and other organisations that are involved in providing support to victims and witnesses of crime. Learners will be able to identify the actual support that is available in this regard.

## Links to other units

This unit links to:

- Unit 9: Sociological Perspectives
- Unit 15: Police Powers and the Law
- Unit 18: Criminal Investigation Procedures and Practice.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.



# Unit 15: Police Powers and the Law

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore key elements of the legal system relating to the criminal trial process. They will look at the legal personnel involved as well as investigating police powers and their limitations.

## Unit introduction

It is important that, to understand the context in which they are working, those working in the protective services and other public services develop an awareness of the legal rules governing the criminal trial process and the personnel involved.

In this unit, you will develop an understanding of the criminal justice system. You will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders receive specific sentences, you will explore the different types of sentencing and what the aims of sentencing are. This unit will introduce you to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. You will explore the legal framework within which the police must work when searching, arresting, detaining and interviewing individuals, including how the rights of the individual are safeguarded. You will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed.

This unit will help you to progress to higher education courses associated with the uniformed protective services and related disciplines, such as degrees in law, criminology and police and criminal investigation. The knowledge and skills developed in this unit will help you to progress to a variety of employment or apprenticeship opportunities that focus on policing.

## Learning aims

In this unit, you will:

- A** Examine the legal framework surrounding the powers of the police to tackle criminal behaviour
- B** Investigate the various roles undertaken by the personnel of the courts
- C** Explore the criminal trial process to be followed once an individual has been charged with an offence.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Examine the legal framework surrounding the powers of the police to tackle criminal behaviour</p>	<p><b>A1</b> Powers of the police to search people and their premises</p> <p><b>A2</b> Powers of arrest</p> <p><b>A3</b> Legal requirements for detention, interviews, carrying out further searches and collecting samples</p> <p><b>A4</b> Complaints against the police</p>	<p>Application to case studies of police powers relating to:</p> <ul style="list-style-type: none"> <li>• powers of stop and search</li> <li>• powers of arrest</li> <li>• powers relating to detention, interviews, searches and samples</li> <li>• complaints against the police.</li> </ul> <p>An evaluation of the safeguards for individuals against the powers of the police, suggesting proposals for reform.</p>
<p><b>B</b> Investigate the various roles undertaken by the personnel of the courts</p>	<p><b>B1</b> The legal profession</p> <p><b>B2</b> Prosecutors</p> <p><b>B3</b> The judiciary</p> <p><b>B4</b> Lay people</p>	<p>Application to case studies of:</p> <ul style="list-style-type: none"> <li>• the pre-trial process, including bail and the pre-trial procedure for different categories of offences</li> </ul>
<p><b>C</b> Explore the criminal trial process to be followed once an individual has been charged with an offence</p>	<p><b>C1</b> The hierarchy of the court system</p> <p><b>C2</b> The pre-trial process</p> <p><b>C3</b> Criminal trial</p> <p><b>C4</b> Sentencing</p>	<ul style="list-style-type: none"> <li>• the criminal trial process for different categories of offences</li> <li>• sentencing of different offenders</li> <li>• personnel involved in different criminal trials.</li> </ul> <p>An evaluation of a case study of effectiveness of the criminal trial process and sentencing in achieving justice, and the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.</p>

## Content

Laws and processes can and do change because of regular updates and changes in the law and sometimes structural changes in organisations.

Learners should be taught the most up-to-date legislation, processes and procedures.

### **Learning aim A: Examine the legal framework surrounding the powers of the police to tackle criminal behaviour**

This section of the content will enable learners to understand how the police use their powers of stop and search, arrest and detention.

#### **A1 Powers of the police to search people and their premises**

- Powers of stop and search:
  - general right to stop and search under Section 1 of the Police and Criminal Evidence Act (PACE) 1984 codes of practice
  - Police and Criminal Evidence Act 1984 and code of practice A – a basic overview of what may be searched, the meaning of a public place, the object of the search, the meaning of reasonable suspicion
  - brief overview of the other powers of stop and search and the difference between these and the general right, e.g. the right to stop and search in connection with violence under section 60 of the Criminal Justice and Public Order Act 1994, stop and search for controlled drugs under the Misuse of Drugs Act 1971, stop and search under the Terrorism Act 2000
  - safeguards on the rights of individuals
    - what may be removed under each power of stop and search
    - telling the individual the grounds of the search
    - the object of the search
    - identity of the officer and the station they are attached to
    - the legal power that is being exercised
    - entitlement to a copy of a search
    - notifying the individual that they are detained for the purposes of the search.
- Requirements for searching premises:
  - search warrants
  - requirements of a warrant
  - when the police have the power to enter premises without a warrant
  - when the police are allowed to seize goods.
- Analysis and evaluation of the powers of stop and search.

#### **A2 Powers of arrest**

- Purpose of arrest.
- Grounds for a legal arrest without a warrant under section 24 of the Police and Criminal Evidence Act (PACE) 1984, as amended by section 110 of the Serious Organised Crime and Police Act 2005:
  - meaning of reasonable grounds under code of practice section G
  - when an arrest is deemed necessary, e.g. to protect vulnerable individuals
  - procedures that must be followed, e.g. informing the suspect they are being arrested, giving the suspect the caution, using reasonable force, taking the suspect to the police station as soon as possible.
- Other powers of arrest:
  - arrest for breach of the peace under section 26 of the Police and Criminal Evidence Act (PACE) 1984
  - arrest with a warrant.
- The right to search on arrest.

### **A3 Legal requirements for detention, interviews, carrying out further searches and collecting samples**

- Detention:
  - time limits on detaining an individual
  - the rights of a detained person and their limitations, e.g. right to have someone informed of your arrest, right to legal advice, right to an appropriate adult, access to the codes of practice, food and water, clothes, adequate rest.
- Interviews:
  - the purpose of an interview
  - rights of those being interviewed, e.g. tape recording of the interview, the right to silence and its limitations, protection from oppression.
- Searches and samples:
  - intimate samples and safeguards
  - non-intimate samples
  - general searches
  - strip searches and the safeguards during strip searches.

### **A4 Complaints against the police**

- Independent Police Complaints Commission (IPCC):
  - role of the IPCC
  - procedure an individual will have to follow to make a complaint
  - how the IPCC deals with complaints
  - outcomes of IPCC investigations
  - appealing against IPCC decisions.
- Police and crime commissioner – role, powers.
- HM Inspectorate of Constabulary – role in the complaints process, powers.

## **Learning aim B: Investigate the various roles undertaken by the personnel of the courts**

### **B1 The legal profession**

- The role of barristers and solicitors in the court system of England and Wales.

### **B2 Prosecutors**

- Role of the Crown Prosecution Service (CPS).
- Code for Crown prosecutors.
- Private prosecutions.
- Plea bargaining.

### **B3 The judiciary**

- Different levels of judges, e.g. district judges, circuit judges, High Court judges, Court of Appeal judges, Supreme Court justices.
- Role of judges in criminal trials.
- Judicial independence.
- Removal of judges from office.

### **B4 Lay people**

- Lay magistrates – role and powers of lay magistrates in criminal cases, e.g. power to grant arrest and search warrants, decide on bail, sentencing powers, sending to the crown court for sentencing.
- Juries – role and powers of juries in a criminal trial.
- Advantages and disadvantages of the use of lay people in the criminal trial process.

## **Learning aim C: Explore the criminal trial process to be followed once an individual has been charged with an offence**

### **C1 The hierarchy of the court system**

- Criminal court structure – role, function and jurisdiction of:
  - Magistrates' courts
  - Crown court
  - Criminal Division of the Court of Appeal
  - Supreme Court.

### **C2 The pre-trial process**

Learners will explore the ways that bail is used by both the police and the courts, as well as the distinctions between the different pre-trial procedures for different offences.

- A basic overview of bail:
  - the presumption in favour of bail
  - release from police custody
  - bail from the court
  - conditional and unconditional bail
  - restrictions on granting bail
  - appeals against bail decisions.
- Categories of offences and their pre-trial procedures:
  - summary – explanation, adjournments, early administrative hearings
  - either-way – explanation, plea before venue, mode of trial hearing
  - indictable – explanation, sending for trial at the Crown court.

### **C3 Criminal trial**

- A brief overview of the summary trial process and indictable trial process.
- Advantages and disadvantages of each mode of trial.

### **C4 Sentencing**

- Aims of sentencing – purpose of sentences imposed by the criminal courts, e.g. reducing the crime rate, protecting the public, punishing the offender, deterrence, rehabilitating the offender.
- Factors affecting the sentence an individual will receive, e.g. mitigating and aggravating factors, sentencing guidelines.
- Types of sentencing – types of sentences that the court can impose, e.g. prison, suspended sentences, community orders, fines, discharges.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the legal framework surrounding the powers of the police to tackle criminal behaviour</b>		<b>A.D1</b> Evaluate the effectiveness of the safeguards for individuals in a given situation when the police are exercising their powers.
<b>A.P1</b> Explain the legal powers of the police when tackling the criminal behaviour of an individual in a given situation.  <b>A.P2</b> Describe different methods of complaining about the use of police powers.	<b>A.M1</b> Analyse different police powers and safeguards for individuals in a given situation.	
<b>Learning aim B: Investigate the various roles undertaken by the personnel of the courts</b>		<b>B.D2</b> Evaluate the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.
<b>B.P3</b> Explain the roles of the lay personnel involved in criminal trials in given situations.  <b>B.P4</b> Discuss the roles of the legal personnel in given situations.	<b>B.M2</b> Compare the role and functions of the legal personnel involved in the court system.	
<b>Learning aim C: Explore the criminal trial process to be followed once an individual has been charged with an offence</b>		<b>C.D3</b> Evaluate the effectiveness of the criminal trial process and sentencing in a given situation.
<b>C.P5</b> Explain the pre-trial and criminal trial process for each of the categories of offences in a given situation.  <b>C.P6</b> Describe the powers of the courts in sentencing offenders.	<b>C.M3</b> Analyse and apply the current law relating to sentencing and the criminal trial process in a given situation.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to appropriate legal textbooks and primary sources of legislation.

It would benefit learners to see law in action through, for example, trips to magistrates' and Crown courts to witness the criminal trial process at work. Local solicitors, barristers and magistrates may be willing to speak to learners and offer work experience.

It is essential that learners gain a real understanding of the unit content being delivered. To prepare learners for assessment, centres could provide a range of case studies or scenarios where they use their own words to describe, apply and analyse relevant legal rules. This allows learners to fully demonstrate their understanding of legal rules and how they are applied.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider the significance of the effectiveness of the safeguards for individuals when the police are exercising their powers. Their evidence should be in a professional format supported, where necessary, with academic commentary and statistics that provide valid support for learners' judgement. Learners will show in-depth consideration of the police powers and sentencing given in the case study to reach a reasoned conclusion regarding the effectiveness of the safeguards on police powers.

**For merit standard**, learners will provide evidence of individual research and of clear application of the facts of the case study in order to present the outcome of a detailed examination on the powers of the police and the safeguards against an abuse of police powers. Learners will be able to state what safeguards exist against the abuse of police powers, such as the requirement that all interviews be recorded, and to determine the legality of the exercise of the powers in the given situations. To support their evidence, learners will make generally correct references to Acts of Parliament and any relevant case law.

**For pass standard**, learners will show some clear details and evidence to support a view on the powers of the police. Learners will show that they understand what powers the police have in relation to stop and search, arrest, detaining an individual, conducting searches and taking samples. Learners' explanations will include some references to relevant acts of Parliament and case law, where relevant.

#### Learning aims B and C

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider criteria, consistently supported by individual research and academic commentary. Learners' enquiry should lead to a fully supported judgement on the effectiveness of the criminal trial and sentencing, with reference to reoffending statistics for those who have been given a custodial sentence as opposed to a community order or a fine. Learners will consider the impact of using lay people in the criminal trial process as opposed to legal personnel. They will draw on their comparison of the role and functions of the legal personnel involved in the court system to reach a justified conclusion as to whether lay people serve an important purpose in the criminal trial process. This should be supported by individual and original statements and case law examples to demonstrate and justify arguments and conclusions. The evidence will be in a professional format.

**For merit standard**, learners will present the outcome of a detailed examination of the criminal trial process and sentencing, showing valid application to the facts of the given scenario. For each individual in the case studies, learners will provide detailed discussion of the process, both pre-trial and during the trial itself. In relation to the comparison of the role and functions of the legal personnel involved in the court system, learners will draw on their explanation of the various roles from the pass criteria and identify key differences and similarities between each of the personnel. Learners could, for example, identify that neither magistrates nor juries are legally trained and that both deliver a verdict, however, magistrates can deliver a sentence whereas juries cannot.

**For pass standard**, learners will give some clear details and evidence to support a view of the pre-trial and criminal trial processes, as well as the roles of the legal and lay personnel. They will identify the correct category of offence, whether it is summary, either way or indictable, and be able to explain how the processes operate differently, depending on the category of offence. Learners will relate their explanation to the facts in the given case studies and give some relevant examples of the role lay and legal personnel would have in each situation. They will also be able to consider the aims and types of sentences as well as the factors involved in sentencing, making some reference to appropriate case law examples.

### Links to other units

This unit links to:

- Unit 8: Custodial Care
- Unit 14: Principles of Managing Security Threats
- Unit 18: Criminal Investigation Procedures and Practice.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers such as solicitors, barristers, judges, magistrates, police officers
- court visits
- support from local protective services staff as mentors
- work experience in the legal sector.



# Unit 16: Research Skills in the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners will complete a research project in a uniformed protective services context. They will learn how to plan for and carry out research, and how to review a successful research project.

## Unit introduction

Being part of the administrative framework of the UK, the uniformed protective services provide essential continuity to maintain the functions of state and security. In order to remain robust, essential services must adapt to technological advances, operational needs, internal demands and external threats. This is directly linked to the need for continuous research in the uniformed protective services.

This unit will help you to understand the process involved when conducting research. You will develop an understanding of the need to conduct research and how to formulate a research question with a detailed rationale, planning its design by determining an appropriate research approach and documenting any methods that stem from it. The research plan will be carried out within an agreed time frame, with appropriate targets set. There is an expectation to analyse and interpret the primary and secondary research results, comparing them with the literature review, and discussing any relevant inferences drawn. You will evaluate your project outcomes by prescribing any areas for future improvement and make recommendations for future research. Finally, you will submit the whole project in a structured academic format.

This unit will help you to progress to a wide variety of higher education courses. The research skills developed in this unit will also support your progression to a wide variety of employment or apprenticeship roles, including those specifically related to the uniformed protective services.

## Learning aims

In this unit, you will:

- A** Develop a research plan for a uniformed protective services project
- B** Carry out data collection and its interpretation for the selected project
- C** Produce a structured research project on a uniformed protective services theme.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Develop a research plan for a uniformed protective services project	<b>A1</b> Objectives of research <b>A2</b> Developing a research plan <b>A3</b> Structure of research project	<p>A presentation on:</p> <p>a) identifying the objectives behind carrying out research in the uniformed protective services</p> <p>b) a research plan that identifies:</p> <ul style="list-style-type: none"> <li>• a research question</li> <li>• its rationale</li> <li>• literature review</li> <li>• the research approach adopted</li> <li>• data collection methods adopted</li> <li>• the research ethics adopted, and a time frame of action.</li> </ul> <p>The plan should include a comparison of the different research approaches and data collection methods available, and justify any adopted.</p>
<b>B</b> Carry out data collection and its interpretation for the selected project	<b>B1</b> Data collection <b>B2</b> Interpretation of data collected	<p>A reflective research diary noting the day-to-day research carried out, and primary and secondary research methods employed.</p>
<b>C</b> Produce a structured research project on a uniformed protective services theme	<b>C1</b> Structuring the research project <b>C2</b> Referencing and bibliography	<p>A completed research project in a structured academic format that interprets the results, compares and evaluates project outcomes with the literature review, prescribes areas for further improvement, and makes recommendations for future research.</p>

## Content

### Learning aim A: Develop a research plan for a uniformed protective services project

For any research to be conducted, a valid idea and action plan are needed. The following will provide learners with the necessary tools so that they can carry out their research project.

#### A1 Objectives of research

- Objectives of conducting research in the protective services:
  - the quest for new ideas
  - the discovery of new facts
  - explaining the environment around us and trying to understand how it operates
  - to find solutions to day-to-day social problems
  - relationship between research and development and advances in science and technology and its link to operational efficiency, e.g. tasers, automatic number plate recognition (ANPR), body cameras, unmanned aircraft systems, drones, water cannons, exoskeletons.

#### A2 Developing a research plan

- Rationale.
- Research question/hypothesis:
  - research themes revolve around the political, economic, sociological, technological, legal and environmental (PESTLE) aspects of the protective services.
- Focus of the research:
  - scope
  - sub-questions/research aims.
- Literature review:
  - critiquing literature and identifying gaps
  - validity.
- Research approaches:
  - quantitative
  - qualitative
  - comparative
  - mixed – a blend of the above.
- Primary research methods stemming from approach:
  - quantitative
    - questionnaires/surveys
    - when to use open questions
    - when to use closed questions
    - type of sampling methods
    - probability sampling
    - random sampling and its effectiveness
    - stratified sampling
    - non-probability sampling
    - quota sample
    - purposive sample
    - convenience sample
    - online survey tools
    - size of pool
    - testing out survey before launch

- qualitative
  - interviews – formal, informal
  - case studies – descriptive, explanatory, types of questions: who, what, where, how, why
  - observation – passive, active
- comparative
  - comparing and contrasting different entities
  - identifying cause and effect relationships
- mixed approach
  - the advantages and disadvantages of the mixed approach.
- Secondary research methods:
  - books
  - journals
  - blogs
  - online sources.

### **A3 Structure of research project**

- Introduction.
- Rationale.
- Research aims.
- Research approach.
- Research method.
- Research ethics:
  - consent
  - privacy
  - confidentiality
  - integrity
  - validity
  - reliability
  - health and safety.
- Timelines.
- Conclusion.
- Timescales and milestones:
  - SMART targets
  - review and amend the plan, as required, during the process.

### **Learning aim B: Carry out data collection and its interpretation for the selected project**

Undertaking research requires allocating a substantial amount of time to carry out primary and secondary research. As a result, to be successful in completing this learning aim, data collection and analysis skills are required.

#### **B1 Data collection**

- Communication and interaction: good interpersonal skills, networking, using personal contacts.
- Recording data: ethical recording of data using note-taking or ICT.
- Keeping an up-to-date research diary: evidence of regular reflection, e.g. Kolb's Learning Cycle, centralising the data collected.

**B2 Interpretation of data collected**

- Deductive, inductive, and abductive reasoning.
- Quantitative analysis:
  - identify relationships between the different variables
  - univariate analysis; bivariate and multivariate analysis
  - distribution and dispersion
  - central tendency
  - subgroup comparison.
- Qualitative analysis:
  - compare and contrast
  - similarities and differences
  - scales of measurement
  - check for accuracy and finality.
- Discuss limitations.

**Learning aim C: Produce a structured research project on a uniformed protective services theme**

Presenting the results of the project must be done in a structure that conforms to academic standards. This means it has to be presented in a formal report with appropriate titles and subtitles.

**C1 Structuring the research project**

- Title page: report title, name, and date of submission.
- Abstract/executive summary: overview of current issue, research methodology used, findings and recommendations.
- Table of contents: list of numbered sections in report and their page numbers.
- Introduction: outline of the research proposal.
- Literature review: review of all the literature in the topic pre-research.
- Presentation of the results: presenting the data collected. Headings and sub-headings that reflect research aims (sub-questions), interpretation of data collected, e.g. statistics, graphs, tables, charts to support the main research arguments.
- Discussion: drawing inferences, key areas for improvement in research, lessons learned, what worked effectively and what did not.
- Conclusion: summary of the research project, including a prescription of further improvements and any recommendation for further research.
- Bibliography: complete list of all sources referred to, even though not utilised. Reference list, in-text citations, referencing systems, e.g. Harvard.
- Appendices: all primary and secondary evidence that supports the research findings.

**C2 Referencing and bibliography**

- Standard referencing using American Psychological Association (APA) styling:
  - referencing different types of information, e.g. books, reports, primary data, websites, journals, multimedia
  - how to use the digital reference and bibliography programs.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Develop a research plan for a uniformed protective services project</b>		<b>A.D1</b> Justify the research approach, the data collection methods selected, and the literature used.
<b>A.P1</b> Describe the purpose of conducting research in the uniformed protective services.  <b>A.P2</b> Produce a research plan with an appropriate question and rationale, research aims, approach and methods.	<b>A.M1</b> Review the research approaches, research methods, and the literature that may be used in the research plan.	
<b>Learning aim B: Carry out data collection and its interpretation for the selected project</b>		<b>B.D2</b> Evaluate the significance of the primary and secondary data collected.
<b>B.P3</b> Collect appropriate data and present it for the research project selected.  <b>B.P4</b> Complete a research diary that documents data collection and data analysis.	<b>B.M2</b> Analyse the primary and secondary data collected.	
<b>Learning aim C: Produce a structured research project on a uniformed protective services theme</b>		<b>C.D3</b> Evaluate project outcomes and make recommendations for future research.
<b>C.P5</b> Explain conclusions from the collected data and make recommendations.  <b>C.P6</b> Present a research project in a structured academic format.	<b>C.M3</b> Analyse project outcomes with literature review, and prescribe areas for further improvement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

Learners should give careful consideration to the research approach selected for the research question. The approach adopted must be realistic to allow the completion of the research project in the given time frame, and allocated guided learning hours (GLH) for the unit. It must also be ethical and safe for both the research participants and learners. It is advisable that centres have an appropriate ethical approval process for the projects. Assessors must provide evidence that they have approved the research project, for example a declaration of ethical approval. The methodology will be produced in the future tense and the use of first person should be avoided.

**For distinction standard**, learners will provide an in-depth rationale for conducting the research. They will provide justifications regarding the choice of research approach and research methods adopted. They will compare qualitative, quantitative, comparative, and mixed methods of conducting research and convey their advantages and disadvantages. They will also fully justify the methods they have adopted, for example surveys, interviews, online questionnaires, observations. Furthermore, they will provide a detailed explanation of appropriate research considerations of consent, privacy, integrity, validity and reliability.

**For merit standard**, learners will give a detailed account of the research approach, data collection methods, data analysis methods, ethical considerations and health and safety considerations for the research project. A literature review will be attempted with some recent materials, with valid inferences drawn. Learners will use literature relating to research approaches, data collection methods and research ethics to support their choice, for example *The Public Services Journal* and the British Education Research Association (BERA) on ethics and participation in research could be included.

**For pass standard**, learners will present their research plan using the structure outlined in the unit content. They will outline a rationale and research aims for the research project. This rationale does not have to correspond with the unit content, however it must be realistic and related to the uniformed protective services. Learners will give a generally clear account in their own words, of the different research approaches, namely qualitative, quantitative, comparative and mixed. They will give generally correct details and some relevant reasons for their choice of approach. Learners will also give a basic, appropriate account of the different research methods, for example surveys, questionnaires, interviews, active and passive observations. Any methods adopted must not present any ethical, health, or safety issues for either the research participants or learners. Learners will give some generic consideration to research ethics, as stated in the unit content. They will include clear and realistic timelines in their evidence. Assessors must not use observation records or witness testimony forms as sole forms of evidence, although these may be used as supplementary evidence.

## Learning aims B and C

**For distinction standard**, learners will draw on varied information to consider both primary and secondary data that has been collected. To examine the relevance of the data collected, learners will refer to both primary and secondary sources of information, which may include government agency documents, appropriate journal articles, established theories and concepts, and textbooks. The conclusions reached should lead to practical implications for further research consideration for the uniformed protective services. Learners will make some form of recommendation for the research theme. This recommendation will draw on the research findings. Learners will also accurately identify any strengths and limitations of the research project.

**For merit standard**, learners will manage the data collection and analysis process competently. Once primary data has been collected, learners will draw relevant outcomes. Interpretation of the results should be linked to the type of research approach adopted. For quantitative interpretation, numerical data will be organised in a systematic way, such as in tables, graphical displays. For qualitative interpretation, learners will organise the data in a generally appropriate way, for example into appropriate categories or themes. The data will be compared to the literature review, and any similarities and differences noted. Learners will identify an area or areas for further improvement.

**For pass standard**, learners will present their research outcomes using the standard structure, as outlined in the unit content. Learners will convey their ideas and information using an appropriate style. Learners may use flow charts, diagrams, charts, pictures, or any other form of imagery to support any appropriate section of their evidence, including the methodology. Learners will keep a basic reflective research diary documenting the full process of data collection. This may be evidenced in any format, including written, audio, video, blog, or vlog, and must form part of the appendices. The inserts will include some relevant reflections on what went well, what did not, changes made, any patterns or improvements observed, and what overall lessons can be learned. As a result, it is important that a specific model of reflection is adopted so that learners can participate in a structured process of review regarding their learning and development.

## Links to other units

This unit links to:

- Unit 3: Global Affairs, the Media and the Uniformed Protective Services
- Unit 9: Sociological Perspectives
- Unit 13: Introduction to Criminology
- Unit 17: Understanding the Third Sector.

## Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 17: Understanding the Third Sector

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners investigate the development and importance of the third sector, and carry out some form of voluntary activity that relates to third-sector organisations.

## Unit introduction

In this unit, you will examine the development of the third sector over time, considering changes in its scope, trends and roles and opportunities.

This unit will give you an appreciation of the developments and changes in the third sector and the increase in demand for the services that the sector offers. The unit will also give you the opportunity to look in depth at the support the third sector provides and consider the importance and benefits of the third sector to the protective services. You will also find out how to research and investigate the different types of voluntary activities available in the third sector. Once you have investigated the available opportunities, you will be required to participate in voluntary work or activities in an area of your choice. This could be taking part in a one-off event for charity or carrying out a voluntary activity for a period of time. You will investigate how to apply for voluntary activities and how to carry out any planning involved.

The unit will help you to progress to a wide variety of higher-education courses, as working with third-sector organisations is often incorporated in public services and related degrees. The unit will also enable you to progress to employment or apprenticeship programmes that focus on volunteering. Increasingly, the uniformed protective services are working closely with the third sector, for example in dealing with large-scale incidents, offender rehabilitation and victim support. A volunteering activity will allow you to gain the knowledge and experience that will support you when applying for employment after completion of this unit.

## Learning aims

In this unit, you will:

- A** Investigate the development of the third sector and the support it gives to the uniformed protective services
- B** Research the importance and availability of the third sector and types of voluntary activity
- C** Explore volunteering opportunities and plan for and participate in voluntary activity.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the development of the third sector and the support it gives to the uniformed protective services	<b>A1</b> The third sector definition and features <b>A2</b> Historical development of the third sector <b>A3</b> The third sector in modern society	A report in two parts: <ul style="list-style-type: none"> <li>part 1 defines the term 'third sector' and then moves on to evaluate the historical development and current working model</li> <li>part 2 researches different volunteering opportunities in third sector organisations, assessing the importance and value of the support they give to individuals, groups and the uniformed protective services.</li> </ul>
<b>B</b> Research the importance and availability of the third sector and types of voluntary activity	<b>B1</b> Importance of the third sector to the uniformed protective services <b>B2</b> Different types of voluntary activity <b>B3</b> Importance and value of volunteering in third sector organisations	
<b>C</b> Explore volunteering opportunities and plan for and participate in voluntary activity	<b>C1</b> Skills required for voluntary activities <b>C2</b> Identifying suitable volunteering opportunities <b>C3</b> Undertaking a voluntary activity	Multimedia presentation that reviews the voluntary activity undertaken, including the plan used to investigate opportunities.

## Content

### Learning aim A: Investigate the development of the third sector and the support it gives to the uniformed protective services

#### A1 The third sector definition and features

- Definition of the term 'third sector' – the term used to describe a range of organisations:
  - neither public sector nor private sector
  - range of third sector organisations, including:
    - voluntary and community organisations
    - registered charities
    - self-help groups
    - community associations and groups
    - social enterprises
    - mutual and co-operatives.
- Identifying features of third sector organisations:
  - independence from government funding
  - value driven – motivated to achieve social goals rather than a profit
  - reinvest any surpluses to further achieve their goals.

#### A2 Historical development of the third sector

Brief timeline of the development of the third sector.

- Early philanthropy in the 19th century – providing support for the poor and the working classes, e.g. Saltaire, Bourneville, Port Sunlight, Barnardo's, Salvation Army.
- Development of the welfare state was driven by the third sector and was mainly delivered by third sector organisations, e.g. old-age pensions (introduced in 1908) and national health and unemployment insurance (introduced 1911) were administered by voluntary organisations, mainly friendly societies and trade unions.
- Growth of charitable organisations to support the work of the public services, e.g. Red Cross, St John Ambulance, Royal National Lifeboat Institution, Combat Stress, RAF Benevolent Fund, Help for Heroes.
- Post-Second World War development of the welfare state and the NHS moved the focus of the third sector, e.g. National Corporation for the Care of Old People (now the Centre for Policy on Ageing) was formed in 1947 to protect the interests of older people, the organisation that is now Mencap was founded in 1946 to support children with disabilities and learning difficulties.
- Development moved in the 1960s to a new type of professionalised, media-aware campaigning organisation, e.g. the Child Poverty Action Group (founded 1965), Shelter (founded 1966).
- Older organisations gradually followed the new model, symbolised by name changes for most of them, e.g. the Old People's Welfare Committee (founded in 1940) became Age UK.

**A3 The third sector in modern society**

- How the nature of organisations has changed to include two main aspects of the third sector in today's society:
  - campaigning to bring about social change often for particular groups of society, e.g. Centrepoint campaigning for the rights of homeless people, Scope campaigning for the rights of people with disabilities, Age UK working to support the elderly population
  - service provision alongside public services, e.g. Help for Heroes supporting injured service personnel and their families, St John Ambulance and Red Cross providing first-aid training and medical support at events and major incident response.
- Changes in nature of volunteers working with the third sector:
  - increase in the over-50s population undertaking volunteering activities, giving skills and expertise to the third sector
  - development of the National Citizenship Service (NCS) to encourage young people to undertake volunteering activities
  - corporate social responsibility (CSR) – businesses encourage voluntary sector support.

**Learning aim B: Research the importance and availability of the third sector and types of voluntary activity****B1 Importance of the third sector to the uniformed protective services**

- Benefits of third sector organisations:
  - understand the needs of service users and communities
  - closeness to the people they work with
  - ability to deliver outcomes to hard to reach groups
  - innovative delivery practice
  - ability to speak out for people and their needs to the public services and wider members of society
  - more cost-effective for protective services to have third sector support
  - increase in skilled and trained staff
  - increased support when responding to major incidents – vehicles, resources, materials, knowledge and experience
  - increased support for community projects and events.

**B2 Different types of voluntary activity**

- Volunteering opportunities within third sector organisations:
  - healthcare-based organisations, e.g. Red Cross, St John Ambulance
  - conservation projects
  - shelters for homeless people
  - youth clubs
  - street collections to raise funds
  - mountain rescue
  - emergency relief work
  - Voluntary Service Overseas (VSO)
  - cadet organisations, including ATC/CCF (RAF), British Army, Royal Navy, Royal Marines, police, fire and rescue service
  - hospital visiting, visiting the elderly
  - charity fundraising events
  - charity shops
  - animal sanctuaries
  - health watch schemes
  - Street Angels
  - special constables
  - retained firefighters

- British Transport Police volunteers
- Royal National Lifeboat Institution (RNLI) volunteers
- Royal British Legion.

### **B3 Importance and value of volunteering in third sector organisations**

- Benefits to third sector organisations of people undertaking volunteering activities:
  - expertise
  - time
  - extra help
  - bring new ideas
  - response in an emergency
  - fundraising
  - increased support
  - reduction of protective services operating costs.

## **Learning aim C: Explore volunteering opportunities and plan for and participate in voluntary activity**

### **C1 Skills required for voluntary activities**

- Working in the third sector requires generic work skills alongside some sector-specific skills, depending on the organisation:
  - general skills/qualities, e.g. honesty, commitment, reliability, empathy, dedication, punctuality, trustworthy, self-motivation
  - employability skills, e.g. technical skills, people skills, improved time-management and organisational skills, communications skills, customer service skills
  - communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental
  - specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, computer skills, sign language, physical fitness, medical- and first-aid knowledge.

### **C2 Identifying suitable volunteering opportunities**

- Identify suitable volunteering opportunities, considering all options before making a final decision:
  - identifying work that matches skills and interests, e.g. helping with cadets, organising fundraising events, Red Cross Emergency Responders, St John Ambulance, working in the community, working in an animal sanctuary, special constables, working with people with disabilities, youth work, visiting elderly people, taking part in an organised event; street collecting, e.g. helping to collect donations, selling poppies for the Royal British Legion.

### **C3 Undertaking a voluntary activity**

- Planning the voluntary activity to be undertaken:
  - looking at availability in terms of current commitments, e.g. college timetable, part-time paid work, playing in a sports team
  - matching skills to opportunities, e.g. undertaking a skills audit, establishing interest in available opportunities.
- Applying for voluntary activity:
  - completing the appropriate application, e.g. letter, face to face, telephone, application form, online application.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the development of the third sector and the support it gives to the uniformed protective services</b>		<b>A.D1</b> Evaluate the development of the third sector and its importance and value in the UK to the uniformed protective services and the community.
<b>A.P1</b> Explain the historical development of the third sector in the UK. <b>A.P2</b> Explain how current third sector organisations in the UK support the work of the uniformed protective services.	<b>A.M1</b> Analyse the development of the third sector and the support it currently gives to the UK uniformed protective services.	
<b>Learning aim B: Research the importance and availability of the third sector and types of voluntary activity</b>		<b>B.D2</b> Evaluate how the third sector supports individuals, community groups and the uniformed protective services.
<b>B.P3</b> Explain the importance of the third sector in giving support to individuals, community groups and uniformed protective services delivery. <b>B.P4</b> Carry out research into the types of voluntary work available in the uniformed protective services and the organisations that support it.	<b>B.M2</b> Assess the importance of the third sector in giving support to individuals, community groups and uniformed protective services delivery.	
<b>Learning aim C: Explore volunteering opportunities and plan for and participate in voluntary activity</b>		<b>C.D3</b> Evaluate self-management and initiative, making judgements about own contribution to the voluntary activity undertaken.
<b>C.P5</b> Produce a plan for investigating and preparing an application to undertake a voluntary activity. <b>C.P6</b> Carry out a voluntary activity relating to the third sector and reflect on your contribution.	<b>C.M3</b> Assess the voluntary activity undertaken, making recommendations for improvements.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of up-to-date information on volunteering opportunities from the internet and printed resources. Learners will require access to specific resources on third sector organisations to help them in their research and to participate in volunteering activities. It is expected that approximately 20 hours of volunteering will be carried out in total.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must carry out independent research into the development of the third sector. They should then explain, for at least three current third sector organisations in the UK, how they support the work of the protective services. Learners should produce evidence that shows the importance of third sector support to individuals, community groups and uniformed protective services delivery. Learners will then research the volunteering opportunities available in each of the three third sector organisations.

**For distinction standard**, learners will investigate, in detail, the development of the third sector in the UK, and express a supported view on its importance. They will draw on varied information to consider the main stages of third sector development, covering its emergence in the 19th century, the rapid expansion in the early- and mid-20th century, and the change in focus in the late 20<sup>th</sup>- and early 21st centuries. Learners will evaluate the importance of the third sector at each stage.

Learners will carry out thorough research into the types of voluntary activity that can be undertaken in organisations that support the uniformed protective services. They will express valid views regarding how the third sector supports delivery of services for individuals, groups and the uniformed protective services. Learners will support their views with consistently relevant reference to appropriate examples and the research they have carried out. They will express their arguments coherently and logically, correctly citing references to the sources of information used.

**For merit standard**, learners will present the outcome of a detailed examination of the main stages of third sector development. The evidence will clearly cover the emergence in the 19th century, the rapid expansion in the early- and mid-20th century, the change in focus in the late 20<sup>th</sup>- and early 21st centuries, and the support the third sector gives to UK uniformed protective services.

Learners will give an objective, balanced assessment of the importance of the support that the third sector gives to service provision for individuals, community groups and uniformed protective services organisations.

The evidence will include generally relevant examples that support learners' findings and the analysis they have presented. Learners will express their views in a structured way, citing references to the sources of information used.

**For pass standard**, learners will show some details or evidence to support a view on the historical development of the third sector in the UK. Learners will show that they understand the main stages of development, covering the emergence of the third sector in the 19th century, the rapid expansion in the early- and mid-20th century, and the change in focus in the late 20<sup>th</sup>- and early 21st centuries.

The evidence presented may be brief in parts, but will show realistic and appropriate understanding of the current stages of development of the third sector.

Learners will consider how a minimum of three third sector organisations support the work of protective services organisations. Learners should provide details of, or reasons for, the importance of the support provided, giving more than just an overview. The evidence should cover individuals, groups and uniformed protective services delivery organisations.

Learners should compile evidence demonstrating that they have carried out competent research into the types of voluntary activity available in the protective services. Evidence should cite references to the sources of information used.

### Learning aim C

Learners should build on their research in learning aim B to plan and apply for participation in a voluntary activity. Learners should then carry out a voluntary activity for a minimum of 20 hours. This can be carried out as a few full days or in a number of voluntary activity sessions.

Evidence of their participation in the voluntary activity must be submitted by learners, accompanied by a validated witness statement. All documents must be included in their portfolio.

**For distinction standard**, learners will draw on varied information to consider, in depth, the strengths and weaknesses of their contribution to the voluntary activity undertaken. Learners will come to a reasoned conclusion, supported by relevant evidence and feedback from others, and reflect on opportunities for improvement. Learners will highlight any areas for self-development, with valid reasons given for their views.

Learners will draw accurately and specifically on feedback (from self-reflection and witness statements) to provide a conclusion on their contribution to all aspects of their voluntary activity, including their individual self-management. They will consider their use of initiative, indicating areas where it could be improved.

Learners will show comprehensive consideration of how successful the voluntary work was in relation to supporting uniformed protective services delivery.

**For merit standard**, learners will review the voluntary activity they have undertaken, showing what went well and what could be improved. Learners will draw on feedback (from self-reflection and witness statements) to support their review.

Learners will make generally relevant recommendations on how they could improve their performance if they were to undertake a voluntary activity in the future.

**For pass standard**, learners will produce a plan that investigates voluntary activity opportunities in the protective services. Evidence should show how learners selected their voluntary activity opportunities, and should include the accompanying applications. All relevant documents must be included in their portfolios.

Learners should then carry out the voluntary activity. This must be evidenced through appropriate documents, including their self-reflection and witness statements. Learners will consider the feedback gained from their participation and suggest some basic goals for improvement, but their reflection on their own performance may be unbalanced or limited in scope.

### Links to other units

This unit links to:

- Unit 1: Citizenship and Diversity
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 19: Professional Development in the Uniformed Protective Services.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and volunteering opportunities
- work experience.



# Unit 18: Criminal Investigation Procedures and Practice

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the legal and practical processes involved in criminal investigations. Learners also explore the investigative techniques used when a crime has been committed.

## Unit introduction

Criminal investigations can range from relatively minor crimes to crimes of a very serious nature, but the procedures to be followed must be equally rigorous in all cases. Gathering suitable evidence, and presenting it appropriately, are crucial to securing a conviction. If the evidence collected by the police or other investigating service is not secure and reliable, a defendant may be acquitted, even if guilty. Similarly, there have been numerous cases where innocent people have been convicted of crimes they did not commit because of unreliable evidence. It is, therefore, important that investigators make use of the most appropriate methods and resources available when gathering evidence.

In this unit, you will develop an understanding of the processes used by the police and other agencies to investigate crimes. You will explore the legal rules and practical processes that criminal investigators must adhere to in order to secure a conviction in court. You will examine the burden of proof for criminal law and discuss different types and categories of crime. Securing and preserving the crime scene is a vital part of any criminal investigation and, therefore, you will explore a simulated crime scene and demonstrate appropriate processes and procedures.

The unit will support your progression to higher education programmes in the uniformed protective services sector such as policing, policing and investigation, criminology and criminal justice, and public services. The knowledge and skills developed in this unit will also help you progress to employment or apprenticeships, in areas such as the police, probation service and the criminal justice system.

## Learning aims

In this unit, you will:

- A** Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective services
- B** Explore the investigative methods, resources and different types of evidence used in criminal investigations
- C** Investigate the procedures used to secure a crime scene and preserve evidence.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective services	<b>A1</b> Principles of criminal law <b>A2</b> Legal framework <b>A3</b> Process from crime scene to court	A report that evaluates the legal principles and practices involved in a criminal investigation.
<b>B</b> Explore the investigative methods, resources and different types of evidence used in criminal investigations	<b>B1</b> Searches <b>B2</b> House-to-house enquiries <b>B3</b> Intelligence sources <b>B4</b> Investigative interviews <b>B5</b> Resources and techniques available to the investigating team	A report that explores the investigative methods, resources and different types of evidence used in a criminal investigation.  A simulated crime scene where the methods used to secure a crime scene and preserve evidence can be explored. An assessor observation record should be accompanied by learner evidence.
<b>C</b> Investigate the procedures used to secure a crime scene and preserve evidence	<b>C1</b> Methods used to secure a crime scene <b>C2</b> Methods used to preserve evidence from a crime scene	A simulated crime scene where the methods used to secure a crime scene and preserve evidence can be explored. An assessor observation record should be accompanied by learner evidence.

## Content

### Learning aim A: Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective services

#### A1 Principles of criminal law

- An outline knowledge of each principle.
- Burden of proof in criminal law.
- Types of offence:
  - against the person, e.g. rape, assault, manslaughter, murder
  - against property, e.g. theft, burglary, criminal damage
  - against public order, e.g. breach of peace, affray, riot.
- Category of offences:
  - indictable
  - non-indictable
  - triable-either-way offences.
- Elements of a criminal offence:
  - *actus reus* – act, omission, voluntary, causation
  - *mens rea* – intention, recklessness, negligence.
- Giving evidence under oath.

#### A2 Legal framework

An outline of the content of legislation and the importance of adhering to such laws.

- Relevant legislation that relates to the investigation of crimes:
  - Criminal Justice Act 1967
  - Criminal Procedure (Amendment) Rules 2016
  - Criminal Procedures and Investigations Act 1996
  - data protection legislation
  - Freedom of Information Act 2000
  - Human Rights Act 1998
  - Police and Criminal Evidence Act (PACE) 1984
  - Prosecution of Offences Act 1985
  - Regulation of Investigatory Powers Act (RIPA) 2000
  - Youth Justice and Criminal Evidence Act 1999
  - National Police Chiefs' council.

#### A3 Process from crime scene to court

A general outline of each stage of the process.

- Initial response to reported crime.
- Preliminary and follow-up investigations.
- Incident room set up by police when they are dealing with a major crime or accident.
- Investigating leads and different lines of enquiry.
- Gathering and analysing evidence.
- Involvement of Crown Prosecution Service.
- Report writing and presentation of evidence in court.

## **Learning aim B: Explore the investigative methods, resources and different types of evidence used in criminal investigations**

### **B1 Searches**

- Identifying and locating evidence:
  - search patterns used for outside searches, e.g. zone, grid, line, spiral
  - search patterns used for inside searches, e.g. grid, ceiling, walls – top to bottom
  - physical material, e.g. weapons, stolen or discarded property, mobile phone records, CCTV videotape or other media storage, documents, emails
  - forensic material – (DNA evidence), e.g. fingerprints, blood, semen, saliva, hair, firearms discharge residue, footprints, drugs.

### **B2 House-to-house enquiries**

- Main purposes of carrying out house-to-house enquiries:
  - gaining suspect and witness identification
  - gaining knowledge of events connected to the incident
  - possible sightings of the victim or offender before or after the event
  - possible sightings of relevant property or vehicles
  - possible sightings of potential witnesses
  - eliminating potential suspects
  - gathering local information and intelligence
  - providing reassurance to residents.

### **B3 Intelligence sources**

- Sources of information to support protective services investigating crimes:
  - National Intelligence Model: setting strategic direction, making prioritised resourcing decisions, allocating resources intelligently, managing associated risks
  - intelligence databases, e.g. Police National Computer (PNC), Home Office Large Major Enquiry System (HOLMES), National Ballistics Intelligence Service (NABIS), National Automated Fingerprint Identification System (NAFIS), National DNA Database, Driver and Vehicle Licensing Agency (DVLA) database, Motor Insurers' Bureau (MIB)
  - criminal records
  - crime statistics
  - recorded 999 calls
  - social media sites
  - electoral register
  - personal records, telephone, financial and mobile data and records
  - biometric data, e.g. keystroke or typing recognition, speaker recognition, hand or finger geometry recognition, facial recognition.

### **B4 Investigative interviews**

The use of different types of interviews and how they contribute to investigations.

- Interviewees:
  - victim
  - suspect/offender
  - significant witness
  - direct witness
  - vulnerable witnesses, e.g. elderly, young, people with disabilities, non-English speaking, professional experts
  - hostile witness
  - reluctant witness.
- PEACE model of interviewing: (preparation and planning, engage and explain, account, clarify and challenge, closure and evaluation).

- Interviewer: trained, specialised, e.g. rape, sexual abuse cases.
- Location, e.g. police station, home.
- Interview conduct, e.g. tape recording, DVD recording.
- Interview techniques, e.g. non-verbal, observation, use of open and closed questions, multiple-choice questions, leading or misleading questions, detecting deception, inappropriate use of force, false confessions.
- Types of oral evidence:
  - corroborative
  - circumstantial
  - hearsay evidence
  - eyewitness testimony: factors affecting testimony, e.g. attention, perception, reconstructive memory, encoding information.
- Expert witnesses, e.g. police officers, fire and rescue officers, paramedics, scene-of-crime officers (crime scene investigators), medical or technical experts.

### **B5 Resources and techniques available to the investigating team**

An awareness of the resources that the investigating team has access to and when their uses may be appropriate.

- Technical aids, e.g. bugs, cameras, electronic facial ID software, forensic gait analysis, automatic number plate recognition (ANPR), Police National Computer (PNC).
- National agencies:
  - Crown Prosecution Service (CPS)
  - National Police Coordination Centre (NPoCC)
  - National Crime Agency (NCA) liaison officers
  - ACPO criminal records office (ACRO)
  - Senior Investigating Officer (SIO)
  - Department for Transport
  - Health and Safety Executive (HSE)
  - HM Revenue and Customs (HMRC)
  - Ministry of Defence (MOD)
  - National Health Service (NHS)
  - Prison and Probation Ombudsman
  - REFLEX (a multi-agency taskforce dealing with organised immigration crime)
  - Serious Organised Crime Agency (SOCA)
  - Criminal Cases Review Commission
  - NCPE Operations Centre.
- International agencies (globalisation of crime, crimes being committed in UK by foreign criminals, British criminals living abroad):
  - INTERPOL
  - Europol
  - International Liaison Officer (ILO)
  - United Nations Office on Drugs and Crime (UNoDC).
- Profiling techniques.
- Surveillance techniques, e.g. phone tapping, communications data surveillance, interception of communication, traffic data surveillance.

## **Learning aim C: Investigate the procedures used to secure a crime scene and preserve evidence**

### **C1 Methods used to secure the crime scene**

- Officers attending, e.g. police officers, fire and rescue officers, paramedics, crime scene investigators, pathologists, forensic scientists, photographers, Health and Safety Executive officers.
- Role of first officer attending.
- Golden hour considerations.
- Conduct a scene walk-through.
- Restriction of the scene and restriction of access, e.g. police tape, vehicles, police officers, forensic tents, cordon log.
- Exclude all unauthorised personnel from scene.
- Determine the lead investigator.

### **C2 Methods used to preserve evidence from a crime scene**

The different methods used to secure and preserve evidence.

- Observation and recording of the scene, identifying and targeting evidence, e.g. crime scene notes, body-worn videography, photography, sketches.
- Limiting contamination from search officers, e.g. use of protective suits, gloves, masks.
- Documenting crime scene evidence, e.g. crime scene notes, sketches and photographs, evidence labels.
- Recovery of trace materials: methods of collection, e.g. casting, swabbing, hand picking, taping, shaking, brushing and vacuuming.
- Chain of custody, packaging and labelling, e.g. paper bag, plastic bag, evidence tubes.
- Storage and transport of a variety of materials while preserving the integrity of the evidence.
- Continuity of evidence.
- Route of evidence: Scientific Support Unit (SSU), forensic laboratory, court.
- Value of evidence: relevant evidence, admissible evidence, inadmissible evidence.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective services</b>		<b>A.D1</b> Evaluate the importance of criminal investigators adhering to the main legal and practical principles and processes of the criminal legal system in order to secure a conviction.
<b>A.P1</b> Describe the main principles of the criminal legal system.  <b>A.P2</b> Explain the importance of criminal investigators following appropriate legal and practical principles and processes in order to secure a conviction.	<b>A.M1</b> Analyse the importance of criminal investigators adhering to the main legal and practical principles and processes of the criminal legal system in order to secure a conviction.	
<b>Learning aim B: Explore the investigative methods, resources and different types of evidence used in criminal investigations</b>		<b>B.D2</b> Evaluate the range of methods, resources and types of evidence used during criminal investigations.
<b>B.P3</b> Explain the different types of evidence that may be presented when a crime has been committed.  <b>B.P4</b> Describe the range of methods and resources used to gather evidence in criminal investigations.	<b>B.M2</b> Assess the range of different methods, resources and types of evidence used in criminal investigations.	
<b>Learning aim C: Investigate the procedures used to secure a crime scene and preserve evidence</b>		<b>C.D3</b> Evaluate the approaches used in a simulated crime scene to effectively secure the scene and preserve evidence, as required during a criminal investigation.
<b>C.P5</b> Describe the different approaches to secure and preserve a crime scene in a simulated crime scene.  <b>C.P6</b> Perform an investigation of a simulated crime scene, using appropriate methods to gather evidence.	<b>C.M3</b> Assess the different approaches to secure and preserve a crime scene in a simulated crime scene.  <b>C.M4</b> Perform an effective investigation of a simulated crime scene, using appropriate methods to gather and analyse evidence.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, C.M4, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a simulated crime scene set up by assessors (for learning aim C), paying attention to the information below regarding the type of evidence that should be available
- additional items that may not be relevant to the simulated crime scene
- a suitable crime scenario (prior to the search).

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will thoroughly investigate the case study and draw on varied information to consider the strengths and weaknesses of how the legal principles and practices were, or were not, adhered to during the case. They will provide a supported judgement of how this impacted on the outcome of the case. Relevant legislation will be examined with a discussion as to whether or not this was applied correctly in the case study. The two criminal elements, *actus reus* and *mens rea*, will be explored in greater detail, with a supported judgement regarding why both elements must be present for a suspect to be found guilty of a criminal offence. Learners will consider how these two elements were, or were not, present in the case study used. Learners will consistently provide logical reasons for their view.

**For merit standard**, learners will present the outcome of a detailed examination of the case study by breaking down the evidence provided in the case in order to interpret the interrelationships between the areas where a secure conviction may have been jeopardised by the incorrect use of principles or practices. For example, if the PACE legislation is not followed correctly, an arrest could be deemed illegal and this could seriously affect the outcome of the case. Learners will examine, in detail, the burden of proof for criminal offences, along with the different types and categories of criminal offences. Learners will also consider the two elements of criminal liability.

**For pass standard**, learners will examine a relevant case study from British case law and provide a straightforward summary of the reasons that led to the outcome of the case. They will outline the three different categories of crime, the burden of proof in criminal cases and include a brief description of the *actus reus* and the *mens rea*. Learners will identify the laws that are in place to ensure a criminal conviction is sound and summarise the process of the investigation from crime scene to court and the role of expert witnesses.

#### Learning aims B and C

Learners must be given relevant British case studies that include different methods, resources and types of evidence available to criminal investigators after a crime has been committed.

Learners will use a simulated crime scene to carry out the role of officers attending a real crime scene in order to secure the scene and preserve evidence. In most cases, these would be police officers or crime scene investigators, but could also be members of the fire and rescue service or ambulance service. Learners should work in small groups to process the scene, from first walk-through to the identification, collection and packaging of the evidence. A lead officer should be elected and a plan produced for the search. Team members should be appropriately briefed regarding the search arrangements and roles assigned for the restriction of access to the scene, collection of evidence, crime scene notes, photographs and sketches. Learners must collect several pieces of evidence, for example bloodstained clothing, a weapon with fingerprints or firearm with traces of discharge residue, footprints, hair and personal items left at the scene.

**For distinction standard**, learners will refer comprehensively to relevant case studies from British case law to draw logical conclusions about the different investigative methods and resources that were used to gather different types of evidence during criminal investigations.

Learners will consider the advantages and disadvantages of these methods. The strengths and weaknesses of the different types of evidence used by criminal investigators will also be considered. They will provide a supported judgement on the possible consequences if appropriate processes and procedures to gather evidence are not used.

Learners will review the approaches they have taken to preserve the simulated crime scene, providing valid reasons for their choices. They will consider the methods used during the search of the crime scene in order to consider how effective these were. The problems that may arise from not adhering to the processes required for securing a crime scene and preserving evidence will be taken into account. For example, the evidence could be deemed to be unreliable, and any evidence seized would potentially be inadmissible in court, leading to possible miscarriages of justice. Learners will refer to examples of such cases from British case law where relevant.

**For merit standard**, learners will refer to relevant case studies from British case law to present a careful consideration of varied factors that apply to the range of investigative methods and resources that are available to criminal investigators after a crime has been committed. Learners will clearly identify the factors that are the most relevant and arrive at a conclusion. They will illustrate where the main evidence in a case was deemed to be unreliable, impacting on the outcome of the case, or where the main evidence in a case was later discredited at appeal.

Learners will explore the different types of evidence available to criminal investigators, for example where the use of DNA evidence in criminal investigations has been a major development in securing convictions. Learners will compare the evidence of expert witnesses, often crucial in a criminal case, and other types of evidence used in helping to secure a safe conviction in court.

After carrying out relevant research, learners will also carry out an effective investigation of a simulated crime scene, gathering appropriate evidence for court while taking care to limit contamination. They will produce detailed crime scene notes, photographs and sketches. Learners will analyse and assess each item as relevant or admissible evidence in court. They should carefully consider the various resources and techniques available and draw conclusions about their suitability and reliability for different types of crime. When collecting evidence, learners must select appropriate collection and packaging methods in order to demonstrate and maintain the integrity of forensic evidence. The different approaches that could be taken to secure and preserve a crime scene, including a simulated crime scene, should also be explored and an appropriate search method should be selected. An observation document completed by an assessor should also be provided.

**For pass standard**, learners will research the range of methods, resources and different types of evidence that are used during criminal investigations. Learners will give a competent, objective account in their own words of each method used, the different types of evidence and the value of such evidence which may be presented in court.

After carrying out relevant research, learners will also carry out an investigation of a simulated crime scene, following protocols and processes appropriately and gathering appropriate evidence for court while taking care to limit contamination. Learners will produce brief crime scene notes, photographs and basic sketches. Learners will show a basic assessment of each item of evidence to make decisions of relevance or admissibility in court. They should carefully consider the various resources and techniques. When collecting evidence, learners must select appropriate collection and packaging methods in order to demonstrate and maintain the integrity of forensic evidence. An appropriate search method will be selected. An observation document completed by an assessor should also be provided.

### **Links to other units**

This unit links to:

- Unit 13: Introduction to Criminology
- Unit 15: Police Powers and the Law.

### **Employer involvement**

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.



# Unit 19: Professional Development in the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners gain knowledge needed for different career pathways in the uniformed protective services, complete a personal skills audit, develop a career action plan and practise interview skills.

## Unit introduction

The uniformed protective services are a competitive, wide-ranging employment field with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway.

In this unit, you will research the different possible careers and the associated job roles in the protective services. As you move through the unit, you have the opportunity to analyse your own skills and identify how to develop them into a career through the use of a career plan, researching your chosen career to understand how to access and progress within it. The unit allows you to take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific technical knowledge and skills required to access and progress in a selected career pathway in the uniformed protective services, and then develop an action plan towards achieving your selected career aim.

This unit will support you in progressing to higher-education programmes in the uniformed protective services sector. This unit will also prepare you for progression to a career in the uniformed protective services by developing your understanding of investigation, career planning and giving you an awareness of the skills and qualities that uniformed protective services employers look for in a potential employee.

## Learning aims

In this unit, you will:

- A** Investigate career and job opportunities in the uniformed protective services
- B** Explore own skills, using a skills audit, to inform a career development action plan
- C** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
- D** Reflect on the recruitment and selection process and own individual performance.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate career and job opportunities in the uniformed protective services	<p><b>A1</b> Scope and provision of the uniformed protective services</p> <p><b>A2</b> Careers and jobs in the uniformed protective services</p> <p><b>A3</b> Professional training routes in the uniformed protective services</p> <p><b>A4</b> Sources of continuing professional development (CPD)</p>	<p>A report that justifies the selection of a uniformed protective services career pathway, following an investigation into two different career pathways, focusing on short- and long-term prospects and the knowledge, skills and qualities required to achieve them.</p> <p>A career development action plan (CDAP), supported by evidence of personal skills audit outcomes.</p>
<b>B</b> Explore own skills, using a skills audit, to inform a career development action plan	<p><b>B1</b> Personal skills audit for potential careers</p> <p><b>B2</b> Planning personal development towards a career in the uniformed protective services</p> <p><b>B3</b> Maintaining a personal portfolio/record of achievement and experience</p>	
<b>C</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	<p><b>C1</b> Job applications</p> <p><b>C2</b> Interviews and selected career pathway-specific skills</p>	<p>Learners must participate in protective services-related recruitment and selection activities. They will need to undertake a simulated interview, conduct a simulated entrance test and complete the appropriate documentation.</p>
<b>D</b> Reflect on the recruitment and selection process and own individual performance	<p><b>D1</b> Review and evaluation</p> <p><b>D2</b> Strengths, weaknesses, opportunities and threats (SWOT) analysis and action plan and SMART targets</p>	<p>Review of own performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>A completed SWOT analysis relating to performance in interview assessment activity, linked to a personal development plan and CDAP.</p>

## Content

### Learning aim A: Investigate career and job opportunities in the uniformed protective services

#### A1 Scope and provision of the uniformed protective services

The size, breadth and geographic spread of the uniformed protective services locally and nationally, and factors that affect uniformed protective services provision and employment opportunities.

- Uniformed protective services provision data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, link to size of population served.

#### A2 Careers and jobs in the uniformed protective services

- Key pathways – general entry point, e.g. police constable, firefighter, rating in Royal Navy, airman/airwoman in RAF, soldier in army, officer entry, e.g. RAF, army, navy, apprenticeships, volunteer roles, e.g. special constable, part-time roles, e.g. retained firefighter, reserve roles in the armed services.
- Employers – public, e.g. uniformed and non-uniformed services providers, private, e.g. private security organisations, private healthcare providers, voluntary and third sector, e.g. mountain and cave rescue, air ambulance, St John Ambulance, Red Cross.
- Sources of information on careers in the protective services.
- Definitions of types of employment and practical examples across different protective services and career pathways, locally and nationally:
  - full time
  - part time
  - voluntary and reserves
  - apprenticeships.

#### A3 Professional training routes in the uniformed protective services

- Career pathways – progression routes and successive jobs in different pathways:
  - direct entry, e.g. no formal requirements for qualifications, skills and education obtained while employed
  - graduate entry, e.g. post-Level 3 or graduate entry to ensure the correct level of knowledge and skills have been obtained prior to entry
  - internal progression, e.g. transfer of role within the same service such as police community support officer (PCSO) to police constable, general soldier to commissioned role, Royal Marine to police officer or army infantry to firefighter
  - cross-service progression, e.g. to provide specific skills from one service to another, e.g. Royal Navy to fire service, Paratroop Regiment in the army to Royal Marine Commando, Royal Marine to Royal National Lifeboat Institution (RNLI) coastguard
  - education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education.
- Job descriptions and personal specifications for protective services jobs.
- Industry standards – suitability vetting, e.g. criminal record check for most uniformed protective services, enhanced criminal record check for the police, organisational policies and procedures.

#### A4 Sources of continuing professional development (CPD)

Maintaining professional development in specific career pathways.

- Memberships of professional bodies – fees, qualification, logs of CPD.
- Required updates to professional competences, e.g. first aid, safeguarding, maintenance of fitness levels.
- Career progression training – specific to sector, higher levels of qualification, management training, sector-specific, business or generic management, higher education (FdSc, BA, BSc).
- Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, local resilience forums.

## **Learning aim B: Explore own skills, using a skills audit, to inform a career development action plan**

### **B1 Personal skills audit for potential careers**

Producing a personal skills audit against a chosen career pathway.

- Interests and accomplishments.
- Qualities – reliability, integrity, commitment, resilience, empathy.
- Basic skills – literacy, numeracy and IT, leadership skills, conflict resolution skills.
- Experience, e.g. cadet membership, work, travel, membership of uniformed organisation such as the Scouting Movement.
- Qualifications – educational and sector-specific, including the Duke of Edinburgh’s Award or National Citizenship Services (NCS).
- Generic employability skills – teamwork, cooperation, communication, problem solving.
- Using SWOT (strengths, weaknesses, opportunities, threats) analysis.

### **B2 Planning personal development towards a career in the uniformed protective services**

- Use of personal skills audit to produce an action plan towards a uniformed protective services career, including SMART targets.
- Identification of key timescales, e.g. immediate actions, short-, medium- and long-term planning.
- Identification of training/educational/experiential aims, and processes to achieve these goals.
- Careers guidance and support available, and educational choices.
- Career development action plan (CDAP) – definition, higher levels, specialism and diversification, aims, milestones, measures.
- Professional development activities – workshops, training, job shadowing, self-reflection.

### **B3 Maintaining a personal portfolio/record of achievement and experience**

- Personal portfolio/record of achievement:
  - educational certificates
  - protective services specific awards
  - protective services-related achievements
  - testimonials and witness statements
  - press cuttings where appropriate
  - work experience
  - volunteering
  - any other relevant evidence.

## **Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway**

### **C1 Job applications**

- Selection of a job role in a suitable protective services career pathway, identified from skills audit and career development action plan (CDAP), and preparation of all the relevant documents:
  - a job advertisement
  - job analysis
  - job description
  - person specification
  - application form
  - personal CV
  - letter of application.

**C2 Interviews and selected career pathway-specific skills**

- Communication skills required for interview situations – body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, dress, interview questions.
- Presentation skills.
- Career pathway-specific technical knowledge/skills displayed, e.g. teamwork, communication, protective services specific knowledge.
- Interview feedback form.
- Observation form.
- Reviewing peer group applications.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.
- Selection testing, psychometric testing, short tests, fitness testing.

**Learning aim D: Reflect on the recruitment and selection process and own individual performance****D1 Review and evaluation**

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

**D2 Strengths, weaknesses, opportunities and threats (SWOT) analysis and action plan and SMART targets**

- SWOT analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared and how it supported the activity.
- Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan with SMART targets to highlight how to address any weaknesses in skill set.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate career and job opportunities in the uniformed protective services</b>		
<p><b>A.P1</b> Explore the different career pathways, the associated job opportunities and their requirements in the uniformed protective services.</p> <p><b>A.P2</b> Explain the development pathway into a selected career in the uniformed protective services.</p>	<p><b>A.M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the uniformed protective services.</p>	
<b>Learning aim B: Explore own skills, using a skills audit, to inform a career development action plan</b>		
<p><b>B.P3</b> Explain how selected uniformed protective services career matches own personal skills audit outcomes.</p> <p><b>B.P4</b> Create a career development action plan to meet the requirements of intended uniformed protective services career using skills audit outcomes.</p>	<p><b>B.M2</b> Analyse own personal skills audit outcomes and produce a career development action plan to meet the requirements of a chosen career.</p>	
<b>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</b>		
<p><b>C.P5</b> Prepare appropriate documentation for use in selection and recruitment activities.</p> <p><b>C.P6</b> Participate in the selection interviews and activities as an interviewee.</p>	<p><b>C.M3</b> In interviews and activities, demonstrate questioning skills and giving analytical responses, and participate in activities to allow assessment of skills and knowledge.</p>	
<b>Learning aim D: Reflect on the recruitment and selection process and own individual performance</b>		
<p><b>D.P7</b> Review own performance in the interview activities, supported by an updated SWOT analysis.</p>	<p><b>D.M4</b> Analyse the results of the process and how skills development will contribute to own future success.</p>	<p><b>AB.D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the uniformed protective services career.</p> <p><b>C.D2</b> Justify individual responsibility and effective self-management during the uniformed protective services recruitment activity.</p> <p><b>D.D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected uniformed protective services career pathway.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P5, C.P6, D.P7, C.M3, D.M4, C.D2, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a range of current uniformed protective services career pathway information from websites and printed resources
- specific resources to assist them when taking part in selection and interview simulation activities, for example simulation entrance tests.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must carry out independent research into two different uniformed protective services career pathways to show their understanding of relevant employment opportunities, progression and required knowledge, skills and qualities. Learners must then select one pathway that is appropriate to them, based on the outcomes of a personal skills audit and goals identified during the development of their CDAP.

**For distinction standard**, learners will carefully consider, and give reasons to support, arguments for how their own skills and CDAP aligns to the selected career, following an investigation into the scope, opportunities and requirements for employment in two different uniformed protective services career pathways. Learners' investigations of different career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required. Learners will articulate their arguments coherently with reference to sources of information.

Following the investigation comparing the two career pathways, learners will select one career pathway that most closely aligns to their own interests, knowledge, skills, qualities and qualifications, as identified through their personal skills audit outcomes and CDAP.

They will compare their own skills audit with the gaps they need to pursue through professional development. They will then consider their personal knowledge of skills levels in these specific areas, making justified suggestions of development aims and specific actions to achieve these aims. Recommendations will be supported by reference to sources of information from protective services organisations.

**For merit standard**, learners will present the outcome of a detailed examination on different careers and the related professional development requirements in their chosen uniformed protective service. They will draw reasoned conclusions based on their analysis of the scope of the career and associated job roles. Learners will draw on the knowledge gained through the unit to select a specific career to carry out further targeted research to consider specific skills, qualities, qualifications and training routes.

They will then analyse their personal levels in these specific areas with reference to the outcomes from their own personal skills audit. Learners will make justified suggestions of personal development aims as part of the creation of a CDAP that is specifically relevant to the selected career pathway.

Learners will articulate their arguments coherently with reference to sources of information and relevant data.

**For pass standard**, learners will give clear details and evidence to support a view on different careers in the protective services. Learners must be able to show they understand the employment roles that relate to two different pathways. They will give examples of appropriate career opportunities and details of opportunities in a local and national context. Learners are encouraged to use considered examples to support their explanations. Learners will relate their explanation to a specific career and the specific skills, qualities, qualification and training routes required for that career. They will be able to match their own skills outcomes that have been identified through a personal skills audit to a selected career pathway and then explain their personal knowledge and skills levels in these specific areas.

Learners will develop a CDAP based on their research of a selected career pathway and the outcomes of their own personal skills audit. The plan will identify the knowledge, skills and qualities required by the job roles and progression in the selected career. They will clearly state the aim, goals, methods, means, timelines, milestone markers and measures for achieving these. Learners will consider the knowledge and skills they are learning across the qualification when formulating the plan.

Learners will articulate their arguments coherently with reference to sources of information.

### Learning aims C and D

Learners will undertake a simulated interview and assessment activity panel. This will enable them to display personal interview response skills.

Learners will be assessed through a simulated assessment activity, for example a simulated entrance test. This will enable them to apply and refine generic and technical knowledge and skills learned from across the qualification. Witness statements will need to be completed by the teacher, recording participation and including feedback, so that learners can use them to help update the SWOT developed as part of the skills audit task.

Learners will demonstrate effective communication skills. They will respond to interview questions that clearly relate to their selected career pathway job role and that allow skills and competencies to be assessed. Relevant documents relating to the simulated assessment should be included in their portfolios.

**For distinction standard**, learners will make an individual, detailed evaluation of the application documents used. The evidence will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview and assessment activity.

It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice.

Learners will draw on a range of feedback (from own reflection and witness statements) to provide a detailed evaluation of their own performance in all aspects of the interview assessment activities. They will consider the appropriateness, significance and advantages/disadvantages of the selection of activities they performed, and to the responses they gave to questioning. Learners will then consider the strengths or weaknesses of their performance, supported by well-considered examples, based on their research of the knowledge, skills and qualities required for a job in their selected career pathway.

Learners will offer a detailed conclusion as to how their preparation for, and performance in, interview and assessment activities will support career progression.

**For merit standard**, learners will give an individual analysis of the effectiveness of their responses to interview questions and assessment activities in assessing skills and knowledge. Learners will consider the knowledge and skills that they have, that they can develop through their qualification, and that they require for their selected career pathway. A report will include clear analysis of the interview and assessment activity. Learners will show clear links between skills development and enhancement of their career prospects.

**For pass standard**, learners will create the relevant recruitment selection documents for a specific job role from a selected career pathway. In order to contribute to the development of employability skills, the role selected will be realistic to learners' current skills. Documents will be fit for purpose, professional and written in appropriate professional language. Job application forms will be completed in full.

Learners will undertake an appropriate simulated assessment activity to support their application and interview for a role in their selected career pathway. Learners will consider the knowledge and skills they have learned in the appropriate units and apply these to their simulated interview, for example drawing on knowledge of current diversity initiatives or political issues when responding to questions.

Evidence will include a detailed updated SWOT analysis of the individual performance in the interview and assessment activity task. Details of any other personal experiences of employment interviews may be referred to here and used to support the career development action plan.

### **Links to other units**

This unit links to:

- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 17: Understanding the Third Sector.

### **Employer involvement**

This unit would benefit from employer involvement in the form of:

- workshops, masterclasses and interview opportunities
- work experience
- own recruitment material as exemplars
- opportunities to visit suitable careers offices or recruitment centres.

# Unit 20: Technological Systems to Support Service Delivery

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop an understanding of the different types of technological system used in the uniformed protective services, and the legal and security requirements for using them.

## Unit introduction

The uniformed protective services rely heavily on information and communication technology (ICT) to carry out their purpose and role. Uniformed protective services personnel need to have a good understanding of the different types of ICT used, be proficient in their use and have knowledge of the challenges they pose. With the ongoing development of technology, personnel need to keep up to date with the legal obligations and security requirements of ICT use. They also need to understand how the local and wider community use emerging ICT, and adapt service and delivery accordingly.

In this unit, you will investigate the different types of ICT used in a protective services context, ranging from mobile, handheld devices to evidence captured by drones in missing person's cases. You will also explore the impact of technology on a selected service. You will look at how cyberspace is used by the public, its relationship to cybercrime and its impact on the service and delivery of the protective services. You will look into the legal and security requirements of ICT.

This unit will support you in progressing to a public service degree programme that contains modules such as Understanding Security and Policing in the 21st Century, Crime and New Technologies, Terrorism and Security. This unit will also support you in progressing to employment or apprenticeship opportunities linked to the uniformed protective services in areas such as policing, criminology and cybercrime, and fire investigation. You will also develop knowledge of technological systems relevant to a range of employment opportunities in the uniformed protective services.

## Learning aims

In this unit, you will:

- A** Investigate the information and communication technology (ICT) used by the uniformed protective services
- B** Explore the impact of cybercrime on the uniformed protective services and how ICT is used to meet challenges
- C** Research the legal and security requirements that the uniformed protective services must follow when using ICT.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Investigate the information and communication technology (ICT) used by the uniformed protective services</p>	<p><b>A1</b> Introduction to ICT in the uniformed protective services</p> <p><b>A2</b> Types of ICT and monitoring equipment</p>	<p>Application to case study on ICT used by a selected uniformed protective service, requiring learners to focus on:</p> <ul style="list-style-type: none"> <li>the relationship between ICT and the role in the selected service</li> <li>the national, regional and local types of ICT used in that service and how effective they are</li> <li>impact of the technology used within the selected service.</li> </ul>
<p><b>B</b> Explore the impact of cybercrime on the uniformed protective services and how ICT is used to meet challenges</p>	<p><b>B1</b> Challenges presented by cyberspace</p> <p><b>B2</b> Meeting the challenges of cybercrime</p> <p><b>B3</b> Impact on the uniformed protective services</p>	<p>A presentation, with notes, that evaluates the impact of cybercrime on a role in a selected uniformed protective service and how the service meets such challenges. It will include a comparison of the different challenges posed by cyberspace and cybercrime and how they are being met by GCHQ, National Cyber Security Centre, NCA, and the Joint Forces Cyber Group.</p>
<p><b>C</b> Research the legal and security requirements that the uniformed protective services must follow when using ICT</p>	<p><b>C1</b> Legal requirements</p> <p><b>C2</b> Security requirements</p> <p><b>C3</b> Organisational and individual responsibilities</p>	<p>A report that justifies the legal and security requirements for the uniformed protective services in the use of ICT. The report will focus on:</p> <ul style="list-style-type: none"> <li>the different laws that are required when using ICT</li> <li>the benefits of individual security, and layered cybersecurity</li> <li>the need to have both legal and security requirements when using ICT.</li> </ul>

## Content

### Learning aim A: Investigate the information and communication technology (ICT) used by the uniformed protective services

#### A1 Introduction to ICT in the uniformed protective services

- Relationship between ICT and protective services:
  - empowering uniformed protective services officers and staff, collaborative opportunities and ways of working together, deploying common services to citizens, operational effectiveness and efficiency, harmonising day-to-day experiences for service personnel and citizens, cost-cutting.

#### A2 Types of ICT and monitoring equipment

- National, regional and local information communication technology.
- National data systems (centralised and fragmented):
  - Police National Computer (PNC): national database of information available to all police forces and law enforcement agencies throughout the UK. Details held include
    - names: personal descriptions, bail conditions, convictions, custodial history, wanted or missing reports, warning markers, pending prosecutions, disqualified driver records, cautions or court orders, drink-drive-related offences, reprimands, formal warnings, firearms certificates
    - vehicle and driver information
    - property: different types of stolen and found property
  - National Automatic Number Plate Recognition (ANPR) Data Centre
  - National DNA Database (NDNAD)
    - stores and matches DNA profiles – ‘cold-hits’
    - ethics of having a national DNA database.
- Regional and local: ICT is also needed at ground level. Local computer systems and devices are used for recording of incidents, sharing information, gathering intelligence, and taking action. These include:
  - Digital Mobile Policing
    - Body Worn Video (BWV) cameras
    - mobile handheld data devices
    - handheld radios
  - drones/unmanned aerial vehicles
  - In-Vehicle Information Systems (IVIS) – first-responder on-board computers
  - Geographical Information System (GIS) – identifying position of protective services officers, integrated with command and control, giving real-time feedback
  - Automatic Number Plate Recognition (ANPR)
  - mobile speed cameras.
- Advantages and disadvantages surrounding the use of specific national and local ICT to support service and delivery, e.g. NDNAD, drones, BWV.
- External monitoring of ICT:
  - tracker devices fitted to vehicles
  - Global Positioning Systems (GPS) on mobile phones, uniformed protective services radios
  - closed-circuit cameras
  - use of credit or debit cards to determine location.

## **Learning aim B: Explore the impact of cybercrime on the uniformed protective services and how ICT is used to meet challenges**

As more crime is resurfacing online, the uniformed protective services have to adapt their resources accordingly. Not only do they have to keep up with the pace of change, they also need to have preventative ICT measures in place.

### **B1 Challenges presented by cyberspace**

- Cyberspace: virtual environment generated by computer networks where interaction between netizens occurs:
  - cybercrime
    - deep web
    - darknet
    - identity theft and fraud
    - malicious hacking: theft of intellectual property, blackmail/ransomware, spyware
    - online grooming
    - online hate crime
    - obscene and offensive content: content that contravenes the sexual offences legislation
    - cyberterrorism
  - social media – sexting, online bullying, internet trolling
  - a comparison of online and offline crime and the challenges in their resolution.

### **B2 Meeting the challenges of cybercrime**

Protective services must safeguard the public against online crime. The following organisations meet these challenges head on.

- Government Communications Headquarters (GCHQ):
  - history
  - function
    - defend – against evolving cyber threats
    - deter – make UK a difficult target for all forms of cybercrime
    - develop – resilience by innovation in cyber security
  - National Cyber Security Centre:
    - role and function
    - current programmes and campaigns
  - praise and criticism of GCHQ.
- National Crime Agency:
  - National Cyber Crime Unit (or any agency undertaking its function at time of delivery)
    - provides a multi-agency rapid response
    - targets cyber criminals to prevent criminal opportunities at a national and international level
    - offers technical, strategic and intelligence support to local and regional law enforcement, as well as supporting the training of the Cyber Crime Units within each ROCU
    - works with partners to create new ways to trace, identify and prevent cybercrime, e.g. Artificial Intelligence (AI) software that identifies patterns of behaviour.
- Joint Forces Cyber Group.
- Other ways in which protective services meet the challenges of cybercrime:
  - online and offline awareness campaigns
  - working with third-sector organisations to detect illegal content, e.g. Internet Watch Foundation
  - lobbying government to pressurise industry to self-regulate
  - working with private industry to develop filter technology.

**B3 Impact on the uniformed protected services**

- Positives:
  - working with different partners to prevent cybercrime, e.g. ICT industry, government, and international organisations
  - cutting-edge training and awareness
  - provide a leaner and more efficient service and delivery.
- Negative:
  - difficulties in tracing, identifying and preventing ever-changing cybercrime
  - lacking the specialised human resources to tackle the increase in organised cybercrime
  - problems with sustaining a campaign due to lack of funding
  - working against the technological tide
  - financially draining (and other positive and negative impacts at time of delivery).

**Learning aim C: Research the legal and security requirements that the uniformed protective services must follow when using ICT**

The uniformed protective services have a legal duty to make sure all ICT conforms to national and industry security standards.

**C1 Legal requirements**

- National regulation: Ofcom, Communications Act 2003, Freedom of Information Act 2000, Investigatory Powers Act 2016, data protection legislation, Computer Misuse Act 1990.
- International Organization for Standardization and industry standards.
- Impact of legislation and standards on uniformed protective services delivery:
  - more accountable
  - compelled to change and meet standards
  - encouraging periodic updating
  - more focus on quality and the minimisation of risk.

**C2 Security requirements**

- Individual security: password protection, maintenance of individual ID security and not allowing another user to use usernames and passwords, regular changing of passwords.
- Layered cyber security:
  - physical security of hardware: security of servers, hard drives, and other data storage devices
  - wireless security: Wired Equivalent Privacy (WEP) and Wi-Fi Protected Access Version 2 (WPA2), Wireless Intrusion Prevention Systems (WIPS) or Wireless Intrusion Detection Systems (WIDS), encryption of radio systems
  - software security: filter software technology detecting keywords and phrases, password security, two-factor authentication, email security, anti-malware security
  - user security: user policies and procedures, monitoring passing of sensitive information during use, continuous security training of all users (and other forms of security at time of teaching).

**C3 Organisational and individual responsibilities**

- Organisation responsibility, to include having:
  - an organisational data protection policy
  - an information security policy
  - an information security manager
  - systems and processes in place for data security.
- Individual responsibility includes safekeeping and regular changing of passwords, conforming with organisational policy on the use of the internet.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the information and communication technology (ICT) used by the uniformed protective services</b>		<b>A.D1</b> Evaluate the impact of technology in a selected uniformed protective service.
<b>A.P1</b> Describe the relationship between ICT and a role in a selected uniformed protective service.  <b>A.P2</b> Explain how different types of ICT are used in a selected uniformed protective service to support its function.	<b>A.M1</b> Analyse the different types of ICT and external monitoring technology used by a selected uniformed protective service.	
<b>Learning aim B: Explore the impact of cybercrime on the uniformed protective services and how ICT is used to meet challenges</b>		<b>B.D2</b> Evaluate the impact of cybercrime on a uniformed protective service and how such challenges are met.
<b>B.P3</b> Describe the different types of challenge cyberspace presents for a uniformed protective service.  <b>B.P4</b> Explain ways in which a uniformed protective services is meeting the challenges of cybercrime.	<b>B.M2</b> Compare the different types of challenge cybercrime presents for a uniformed protective service, and how they are met.	
<b>Learning aim C: Research the legal and security requirements that the uniformed protective services must follow when using ICT</b>		<b>C.D3</b> Justify the legal and security requirements for the uniformed protective services in the use of ICT.
<b>C.P5</b> Identify the legal requirements for the uniformed protective services when using ICT.  <b>C.P6</b> Explain the security requirements and their benefits when using ICT.	<b>C.M3</b> Analyse the legal and security requirements for the uniformed protective services when using ICT.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to current information on the different types of ICT used in the uniformed protective services. This is especially important regarding ICT that has recently been introduced. Ideally, understanding how the different types of ICT are used, the skills needed to use them and their benefits could be relayed through visiting active service personnel or inviting guest speakers. For example, learners may be given opportunity to explore the GCHQ programmes on offer in depth, to fully appreciate how the challenges of cybercrime are being met

### Essential information for assessment decisions

#### Learning aim A

To achieve learning aim A, learners should draw out the types of ICT and monitoring equipment used, and apply knowledge gained. This may be linked to a given or self-sourced case study.

**For distinction standard**, learners will draw on varied information to comprehensively consider the short- and long-term impact that the technology in the case study has had on the uniformed protective services in question. Learners will also determine the technology's effectiveness in terms of supporting the uniformed protective services, before coming to conclusions about any suggested improvements if necessary. Learners will provide consistently valid reasons or evidence to support their views.

**For merit standard**, learners will present the outcome of a detailed examination of the effectiveness of the ICT used in the uniformed protective services mentioned in the case study. This should include a view on whether it is current and useful. Learners will provide generally relevant discussion of any strengths and weaknesses to service and delivery when using ICT.

**For pass standard**, learners will give a clear, objective account in their own words of the relationship between ICT and the uniformed protective services mentioned in the case study. This should include some relevant detail regarding empowering uniformed protective services officers and staff, collaborative opportunities and ways of working together, deploying common services to citizens, operational effectiveness and efficiency, harmonising day-to-day experiences for service personnel and citizens, and cost-cutting. They will show some relevant details and give evidence to support a view on most of the different types of ICT and monitoring equipment mentioned in the case study, and consider how these support the function of the service in question.

#### Learning aims B and C

**For distinction standard**, learners will carry out in-depth research relating to the different challenges cybercrime presents in a selected uniformed protective service. Learners will research and evaluate a variety of ways in which the uniformed protective service meets these challenges. They will provide consistently logical reasons for their views on the effectiveness of the methods used to meet the challenges. Learners will justify the legal and security requirements when using ICT, by assessing the benefits and risks, if any, of having layered cyber security, including meeting international and industry standards.

**For merit standard**, learners will carry out research into the different types of challenge cybercrime presents to a selected uniformed protective service, using a range of sources. Learners will note most of the ways in which the uniformed protective service meets these challenges, and will also provide a comparison between some of them. Learners will demonstrate generally accurate knowledge of the legal and security requirements when using ICT, including references to layered cyber security, the day-to-day security required for local ICT, and the organisational responsibilities carried out to maintain security.

**For pass standard**, learners will carry out research into the different types of challenge cybercrime presents to the uniformed protective services. They will research some of the ways in which the protective services meet these challenges and give realistic explanations of the solutions involved. Learners will identify national legislation that governs data protection and security. They will also identify how digital information can be kept securely by an organisation, including the use of layered cyber security.

### Links to other units

This unit links to:

- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 7: Planning for and Responding to Emergency Incidents
- Unit 18: Criminal Investigation Procedures and Practice.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.



## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades, and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the necessary support. Further information is given in *Section 8 Quality assurance*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

### What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

## **What are the recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

## **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and additional papers for external assessments.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

## **How will my learners become more employable through these qualifications?**

BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1: Links to industry standards*).

Employability skills, such as teamworking and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments that are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods, and when assessment can take place.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7 Administrative arrangements*.

## Assessment requirements for the Pearson-set unit

You should also be aware of the assessment requirements for *Unit 1: Citizenship and Diversity (Pearson-set)*. Refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately. Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of the required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of Near Pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice, so you are advised to plan appropriately.

### Key features of external assessment in Uniformed Protective Services

In uniformed protective services, after consultation with stakeholders, we have developed the following.

- *Unit 2: Behaviour and Discipline in the Uniformed Protective Services* – learners complete a written examination demonstrating their knowledge of behaviour theory, discipline and authority, and how these are applied in a uniformed protective services context. Learners will demonstrate knowledge of fundamental aspects of the sector, including terminology, key components and scale. The assessment consists of short- and long-answer questions related to the sector and how it operates.
- *Unit 6: Government and the Protective Services* – learners complete a written examination demonstrating their knowledge of UK government democratic structures and processes and these impact on the uniformed protective services and on the communities they serve. The assessment consists of short- and long-answer questions related to the sector and how it operates.

### Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time, through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance, which is worth more than an Unclassified result but is not yet at the Pass standard.

### Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible question types that may appear in the actual assessments. They give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. To allow your learners further opportunities for practice, an additional sample of each of the Pearson-set units will be available before the first sitting of the assessment.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment requirements for the Pearson-set unit

In setting an assignment brief for *Unit 1: Citizenship and Diversity (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used for internally-assessed units*, we have set out definitions of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities – the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow, and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials, along with this specification, on our website. In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

### Assessment requirements for the Pearson-set unit

In setting an assignment brief for *Unit 1: Citizenship and Diversity (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

### Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used for internally-assessed units*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit, which gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example, A.D1) or to several learning aims (for example, DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw together learning across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example when the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website.

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Guidance for reasonable adjustments and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## **Conducting external assessments**

Centres must make arrangements for the secure delivery of external assessments.

External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place.

Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### **High control**

This is the completion of assessment in formal invigilated examination conditions.

### **Medium control**

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### **Low control**

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, or the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed, such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) – they will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you first need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units, and a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2 Structure*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	90 GLH	120 GLH
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment, please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 January 2020.

Certificate**		Extended Certificate**		Foundation Diploma**		Diploma**		Extended Diploma**	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

\*\*These qualifications are not eligible for performance tables in England.

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from January 2020

### Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Int	Pass	12
Unit 2	120	Ext	Pass	12
Unit 3	60	Int	Pass	6
Unit 4	90	Int	Pass	9
Unit 5	120	Int	Pass	12
Unit 6	90	Ext	Merit	15
Unit 8	60	Int	U	0
Unit 9	60	Int	Pass	6
<b>Totals</b>	<b>720</b>		<b>PP</b>	<b>72</b>

The learner has achieved N or higher in Units 2 and 6, and P or higher in Units 1, 3, 4 and 5.

The learner has sufficient points for a PP grade.

### Example 2: Achievement of a Diploma with a DM grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Int	Merit	20
Unit 2	120	Ext	Near Pass	8
Unit 3	60	Int	Pass	6
Unit 4	90	Int	Distinction	24
Unit 5	120	Int	Distinction	32
Unit 6	90	Ext	Merit	15
Unit 8	60	Int	Merit	10
Unit 9	60	Int	Distinction	16
<b>Totals</b>	<b>720</b>		<b>DM</b>	<b>131</b>

The learner has sufficient points for a DM grade.

### Example 3: An Unclassified result for a Diploma

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Int	Pass	12
Unit 2	120	Ext	U	0
Unit 3	60	Int	Pass	6
Unit 4	90	Int	Pass	9
Unit 5	120	Int	Distinction	32
Unit 6	90	Ext	U	0
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Merit	10
<b>Totals</b>	<b>720</b>		<b>U</b>	<b>75</b>

The learner has a U in Units 2 and 6.

The learner has sufficient points for a PP grade but has not met the minimum requirement for N or higher in Units 2 and 6 and P or higher in Units 1, 3, 4 and 5.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website, you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This specification (for teaching from January 2020) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example, employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed, unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word format for easy customisation.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals. Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/is available in print. For each suite, an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website.

### Assessment for Pearson-set unit

Additional support for the assessment of *Unit 1: Citizenship and Diversity (Pearson-set)* is available in the *Research Project Guidance* and the *Research Project Topic and Themes* documents. These documents are available free of charge on our website.

## Training and support from Pearson

### People to talk to

There are many people available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### 'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

#### Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1: Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment align closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

## Appendix 2: Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Examine	Learners select and apply knowledge to less familiar contexts.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Investigate	Learners' application of knowledge is based on personal research and development.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.

<b>Term</b>	<b>Definition</b>
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis could be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).

<b>Term</b>	<b>Definition</b>
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.
Research	Learners proactively seek information from primary and secondary sources.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Article	Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website.
Bibliography using Harvard Referencing System	A detailed list of books and other sources used by learners as part of their research, and which have been incorporated into their work. Sources include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document.  Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.

Type of evidence	Definition and purpose
Guide	Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.

Type of evidence	Definition and purpose
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence.
Proposal	A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome. A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.
Role play/simulated activity	A multi-faceted activity simulating realistic work situations.

Type of evidence	Definition and purpose
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.

# Pearson

## BTEC Level 3 Nationals

### in

# Uniformed Protective Services

Certificate in Uniformed Protective Services

Extended Certificate in Uniformed Protective Services

Foundation Diploma in Uniformed Protective Services

**Diploma in Uniformed Protective Services**

Extended Diploma in Uniformed Protective Services

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