

BTEC

HIGHER NATIONALS

Public Services

Specification

First Teaching from September 2018

First Certification from 2019



**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

About Pearson

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Summary of changes in Pearson BTEC Higher Nationals in Public Services Issue 2

Summary of changes made between previous issue and this current issue	Page number
<p><i>New branding</i></p> <p>Programme spec updated to new branding</p>	1-532
<p><i>2.5.1 Progression to university</i></p> <p>University recognition and articulations section updated and reflects new website.</p>	12
<p><i>3.2.1 English language requirements for Higher Nationals</i></p> <p>Reverted wording back to previous issue</p>	18
<p><i>3.7 Dealing with malpractice in assessment</i></p> <p>Updated section on student, tutor and centre malpractice</p>	24-26
<p><i>6.5.2 Compensation of HNC.</i></p> <p>Clarified statement by inserting words "<i>attempted but</i>" as is the case with the wording on compensation of HND.</p>	85
<p><i>Unit 13: Personal and Professional Development</i></p> <p>Corrected LO3 by removing the word 'deliver'</p>	191-198

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.

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1 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Public Services, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant professional bodies to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Public Services are designed to reflect this increasing need for high-quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their Level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at Levels 4 and 5 means that students wishing to progress to Level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- a range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- fully revised content that is closely aligned with the needs of employers and higher education for a skilled future workforce
- the opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills
- assessments and projects chosen to help students progress to the next stage (this means some are set by the Centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher-level thinking skills
- an approach to demand at Levels 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ)
- support for student and tutors, including Schemes of Work and Example Assessment Briefs.

1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website (<http://www.highernationals.com/>).

With HN Global, tutors can access programme specifications which contain useful information on programme planning and Quality Assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up to date on the latest news regarding HN programmes.

1.4 Qualification Titles

Pearson BTEC Level 4 Higher National Certificate in Public Services

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 4 Higher National Certificate in Public Services
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Civil Protection)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Crime and Criminal Justice)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Public Service Management)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Blue Light Services).

Pearson BTEC Level 5 Higher National Diploma in Public Services

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Public Services
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Civil Protection)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Crime and Criminal Justice)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Public Service Management)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Blue Light Services).

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Public Services: **603/2773/X**

Pearson BTEC Level 5 Higher National Diploma in Public Services: **603/2774/1**

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Public Services offer:

- a stimulating and challenging programme of study that will be both engaging and memorable for students
- the essential subject knowledge that students need to progress successfully into further study or the world of work
- a simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study
- four specialist pathways have been developed in the Level 4 Certificate and the Level 5 Diploma, so there is something to suit each student's preference of study and future progression plans
- refreshed content that is closely aligned with professional body, employer and higher education needs
- assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- unit-specific grading criteria and Pearson-set assignments
- a varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- Quality Assurance measures – as outlined in *Sections 6 and 7* of this Programme Specification – to ensure that all stakeholders (universities, colleges and students) can feel confident in the integrity and value of the qualifications
- a qualification designed to meet the needs and expectations of students aspiring to work in an international Public Services environment.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

Students completing their BTEC Higher Nationals in Public Services will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts, universities and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- New Local Government Network
- National Offenders Management Services
- University of Derby
- Manchester Metropolitan University
- University of Gloucestershire.

2 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals in Public Services

The purpose of BTEC Higher Nationals in Public Services is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the public services sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the BTEC Higher Nationals in Public Services

The objectives of the BTEC Higher Nationals in Public Services are as follows:

- to equip students with public service skills, knowledge and the understanding necessary to achieve high performance in the global public services environment
- to provide education and training for a range of careers in public services, including, for example, local government, Civil Service, public administration, the armed forces, police force, fire and rescue services, ambulance (not paramedic), prison service and the charity and voluntary sector
- to provide insight and understanding into the diversity of roles within public services, recognising the importance of collaboration at all levels
- to equip students with the knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- to provide opportunities for students to enter or progress in employment in public services, or progress to higher education qualifications such as an Honours degree in Criminology, Policing, Applied Social Sciences, Public Services Management or a related area
- to provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives
- to support students to understand the local, regional and global context of public services and, for those students with a global outlook, to aspire to international career pathways
- to provide students with opportunities to address contemporary issues facing the industry, and society at large, with particular emphasis on sustainability and the environment, recognising the role that public services plays in addressing these issues

- to offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions
- to allow flexibility of study and to meet local or specialist needs
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations
- to provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations
- to provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- providing a thorough grounding in public services principles at Level 4 which provides the opportunity to follow specialist pathways, relating to individual professions within public services
- equipping individuals with commercial acumen, understanding and public services skills for success in a range of roles in public services
- enabling progression to a university degree by supporting the development of appropriate academic study skills
- enabling progression to further professional qualifications in specific public services areas by mapping to units in a range of professional public services qualifications.

Who is this qualification for?

The BTEC Higher National qualifications in Public Services are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of public services and are designed for students who wish to pursue or advance their career in public services. In addition to the knowledge, understanding and skills that underpin the study of public services, Pearson BTEC Higher Nationals in Public Services give students experience of the breadth and depth of the sector that will prepare them for further study or training.

2.3 Aims of the Level 4 Higher National Certificate in Public Services

The Level 4 Higher National Certificate in Public Services offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4, via the general pathway.

Students also have the opportunity to select a career pathway in either Civil Protection, Crime and Criminal Justice, Public Service Management or Blue Light Services. This effectively builds underpinning core skills while preparing students for further subject specialisation at Level 5.

Students will gain a wide range of sector knowledge tied to practical skills obtained in research, self-study, directed study and workplace scenarios.

At Level 4 students will study a total of eight units and develop a broad knowledge and awareness of key aspects of public services through four core units, which will include one unit assessed by a Pearson-set assignment.

Core units:

- Unit 1: Organisational Structures and Culture
- Unit 2: Mental Health and Wellbeing
- Unit 3: Equality, Diversity and Fair Treatment
- Unit 4: Public Services in Contemporary Society (Pearson-set).

Students will also have the opportunity to select a general or specialist pathway. Those students selecting a specialist pathway undertake two specialist units, plus two optional units.

Specialist Pathway units:

Civil Protection:

- Unit 5: Integrated Emergency Management
- Unit 6: Terrorism and Counter-terrorism.

Crime and Criminal Justice:

- Unit 7: Law and Legal Systems
- Unit 8: Crime Reduction and Community Safety.

Public Service Management:

- Unit 9: Project Management
- Unit 10: Government and Politics.

Blue Light Services:

- Unit 11: Community Engagement
- Unit 12: Responding to Emergencies.

Optional units:

- Unit 13: Personal and Professional Development
- Unit 14: Crime and Substance Misuse
- Unit 15: Modern Warfare and Conflict
- Unit 16: Training for Fitness and Health
- Unit 17: Entrepreneurship in the Public Services
- Unit 18: Management Accounting in the Public Sector
- Unit 19: Personnel Protection in Civil Protection Agencies
- Unit 20: Event Management and Safety
- Unit 21: Outdoor Skills Development
- Unit 22: Fitness Preparation and Testing
- Unit 23: Third Sector and Public Services
- Unit 24: Work Exposure
- Unit 25: Technology in the Public Services
- Unit 26: Care in Custody
- Unit 27: Psychology of Behaviour
- Unit 28: Small-scale Research Project in Public Services.

Students selecting the general pathway will complete the four core units and an additional four units selected from either the optional units or no more than one of any specialist pathway unit. For example, a unit selection may be as follows.

Core units:

- Unit 1: Organisational Structures and Culture
- Unit 2: Mental Health and Wellbeing
- Unit 3: Equality, Diversity and Fair Treatment
- Unit 4: Public Services in Contemporary Society (Pearson-set).

Plus, for example:

- Unit 7: Law and Legal Systems (Crime and Criminal Justice pathway)
- Unit 11: Community Engagement (Blue Light Services pathway)
- Unit 22: Fitness Preparation and Testing (optional unit)
- Unit 24: Work Exposure (optional unit).

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of public services. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment where some degree of personal responsibility is required. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to public services, show resilience under pressure, and meet challenging targets within a given resource.

2.4 Aims of the Level 5 Higher National Diploma in Public Services

The Level 5 Higher National Diploma in Public Services offers students four specialist pathways designed to support progression into relevant occupational areas or on to degree-level study and builds on specialist pathways studied at Level 4.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of public services:

- Civil Protection
- Crime and Criminal Justice
- Public Service Management
- Blue Light Services.

There is also a non-specialist general pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students.

At Level 5, students will study a total of seven units: two core units together with five additional units either from a specialist or general pathway.

At Level 5, the unit options are:

Core units:

- Unit 29: Research Project (Pearson-set) (30 credits)
- Unit 30: Reflective Professional Practice.

Specialist Pathway units:

Civil Protection:

- Unit 31: International Institutions and Global Affairs
- Unit 32: Serious and Organised Crime.

Crime and Criminal Justice:

- Unit 33: Justice, Punishment and Rehabilitation
- Unit 34: Theories of Crime.

Public Service Management:

- Unit 35: Operations and Project Management
- Unit 36: Understanding and Leading Change.

Blue Light Services:

- Unit 37: Critical Infrastructure Protection
- Unit 38: Blue Light Collaboration.

Optional units:

- Unit 39: Physical Activity, Lifestyle and Health
- Unit 40: Management of an Outdoor Event
- Unit 41: Advanced Fitness and Health
- Unit 42: Expedition Planning
- Unit 43: Cyber Security
- Unit 44: International Policing
- Unit 45: Training, Coaching and Mentoring Techniques
- Unit 46: Aviation and Maritime Protection
- Unit 47: Contemporary Sociological Issues
- Unit 48: Youth Offending
- Unit 49: Applied Forensic Psychology
- Unit 50: Offender Management
- Unit 51: Human Resources – Values and Contribution to Organisational Success
- Unit 52: Resource and Talent Planning
- Unit 53: Work-based Experience.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision making.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in public services and provides an opportunity for specialism, which students can build on should they decide to continue their studies beyond the Certificate stage.

On successful completion of the Level 4 Higher National Certificate, students can develop careers in the public services sector through:

- entering employment
- continuing existing employment
- committing to Continuing Professional Development (CPD).

The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the public services sector through:

- entering employment
- continuing existing employment
- committing to Continuing Professional Development (CPD)
- progressing to university.

2.5.1 Progression to university

The Level 5 Higher National Diploma is recognised by higher education providers as meeting admission requirements to many relevant public services-related courses, for example:

- BA (Hons) Criminology
- BA (Hons) Policing
- BA (Hons) Public Services
- BA (Hons) Public Services Management
- BSc (Hons) Applied Social Sciences
- BA (Hons) Leadership in the Public Sector
- BA (Hons) Sociology and Criminology
- BA (Hons) Uniformed and Public Services
- BSc (Hons) Public Services and the Community
- BSc (Hons) Fire and Rescue.

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on the Pearson Degree Course Finder website. Students should always check the entry requirements for degree programmes at specific Higher Education providers.

University recognition and articulations

We work with a range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

2.5.2 Employment

Students should always check the entry requirements for degree programmes with specific higher education providers. After completing a BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of public services. Overleaf are some examples of job roles each qualification could lead to.

Pathway	Job roles
Civil Protection	Police Officer – not a direct entry route from 2020 Fire Service Officer Armed Forces Non-commissioned Officer Maritime Operations Officer (Coastguard) Border Force Officer Customs Officer Trading Standards Officer

Pathway	Job roles
Crime and Criminal Justice	Justice Services – Youth Justice/Probation Officer Police Officer – not a direct entry route from 2020 Police Community Support Officer (PCSO) Criminal Intelligence Analyst Major Crime Team Investigator Scenes of Crime Officer Crime Analyst Detention Officer Fingerprint Officer Prosecution File Preparation Officer Prison Officer Probation Services Officer Security Service Personnel
Public Service Management	Civil Servant Education – Finance Assistant, Faculty Officer, Programme Support Officer, Community Worker Political Parties – Election Campaigner, Adviser, Analyst Churches Administrator/Manager Charities Administrator/Manager Armed Forces Commissioned Officer
Blue Light Services	Fire Service Officer Fire Control Operator Police Officer – not a direct entry route from 2020 Police Communication Officer Police Command and Dispatch Officer Ambulance Call Handler/Emergency Medical Dispatcher

2.6 Use of maths and English within the curriculum

Those working within the public services sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- written reports
- formal presentations
- informal conversations
- use of professional, sector-specific language.

Some aspects of public services require high-level maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C grade and/or 9 to 4 in GCSE Maths, prior to starting the course (see *Entry requirements* in *Section 3.2* of this specification).

2.7 How Pearson BTEC Higher Nationals in Public Services provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher Nationals in Public Services qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st-century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories.

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.

- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- **Commercial skills:** budget management/monitoring, project management, change management, government and politics.
- **Business skills:** business management, intrapreneurship, entrepreneurship, human resources, human resource and talent planning.

Pearson's Example Assessment Briefs (EABs) make recommendations for a range of real or simulated assessment activities, for example group work, where appropriate, to encourage development of collaborative and interpersonal skills or a solution-focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. EABs are for guidance and support only and should be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way, BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- active research skills
- effective writing skills
- analytical skills
- critical thinking
- creative problem solving
- decision making
- team building
- exam preparation skills
- digital literacy
- competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of the higher education relevant transferable and academic study skills, available in the appendices.

3 Planning your programme

3.1 Delivering the Higher Nationals in Public Services

You play a central role in helping your students to choose the right BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson does not specify formal entry requirements, as a Centre, it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Public Services
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma awarded by an approved further education institution
- related work experience
- an international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to *Section 8* of this document.)

3.2.1 English language requirements for Higher Nationals

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

3.2.2 Centre approval

To ensure that Centres are ready to assess students, and that we can provide the support that is needed, all Centres must be approved before they can offer these qualifications. For more information about becoming a Centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that Centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

3.2.4 Resources required

As part of your Centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Higher Nationals. For some units, specific resources are required and this is clearly indicated in the unit descriptors.

3.2.5 HN Global support

HN Global is an online resource that supports Centre planning and delivery of BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *Sections 5 and 6* of this Programme Specification.

3.2.6 Modes of delivery

Subject to approval by Pearson, Centres are free to deliver BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- full-time
- part-time
- blended learning.

3.2.7 Recommendations for employer engagement

BTEC Higher 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. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in *Section 5.2* 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 a local level.

3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and suggested assignments, with supporting templates. You will be allocated an External Examiner early in the planning stage to support you with planning your assessments, and there will be training events and support from our Subject Leads.

3.2.9 Student employability

All BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant.

Employability skills such as team working and entrepreneurialism as well as 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 students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3 Access to study

This section focuses on the administrative requirements for delivering a BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to *Section 9* on reasonable adjustments.

3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the Centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully to ensure that all students are treated fairly and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students 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 on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>).

3.6 Administrative arrangements for internal assessment

3.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com/>). We may ask to audit your records so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has 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 students. 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 students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

3.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson 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, which can be found in the document linked above.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

3.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. 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 Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk

3.7 Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual 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 malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

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* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe 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.

3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and plagiarism is available on the support section of our website (<http://qualifications.pearson.com/>). It provides full information on the actions we expect you to take.

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

3.7.2 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents

(signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at 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.

Failure to report malpractice constitutes staff or centre malpractice.

3.7.3 Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment 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 centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

Your 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 the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

4 Programme structure

4.1 Units, credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core units are mandatory.
- Specialist units are designed to provide a specific occupational focus to the qualification.
- Required combinations of optional units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours and 60 hours of Guided Learning.

Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience

- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning (GL) is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Programme structures

The programme structures specify:

- the total credit value of the qualification
- the minimum credit to be achieved at the level of the qualification
- the core units
- the specialist units
- the optional units
- the maximum credit value in units that can be Centre-commissioned.

When combining units for a Pearson Higher National qualification, it is the Centre's responsibility to make sure that the correct combinations are followed.

4.2.1 Pearson BTEC Level 4 Higher National Certificate in Public Services

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of core, specialist and optional units totalling 120 credits. All units are at Level 4
- In some cases, a maximum of 30 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.
- Please note that some specialist units are available as optional units and some optional units are available as specialist units.

Pearson BTEC Level 4 Higher National Certificate in Public Services		Unit credit	Level
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Plus an additional four optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Group: General (specialist pathway not selected)			
Students will be able to study core units plus a selection of optional units and/or no more than one unit from each specialist pathway.			
Optional units			
Optional unit	13 Personal Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4

Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Civil Protection)		Unit credit	Level
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4

Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Crime and Criminal Justice)		Unit credit	Level
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4

Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Public Service Management)		Unit credit	Level
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4

Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in the Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Blue Light Services)		Unit credit	Level
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4

Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in the Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4

4.2.2 Pearson BTEC Level 5 Higher National Diploma in Public Services

- Qualification credit value: a minimum of 240 credits. This is made up of seven units at Level 5, six with a value of 15 credits and one with a value of 30 credits. In addition, 120 credits at Level 4, usually attained via the HNC.
- **Total Qualification Time (TQT)** Higher National Diploma (HND) = 2,400 hours
- **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours
- There is a required mix of core, specialist and optional units totalling 240 credits
- In some cases, a maximum of 30 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information, please refer to Higher National Commissioned Qualifications.
- Please note that some specialist units are available as optional units and some optional units are available as specialist units.

Pearson BTEC Level 5 Higher National Diploma in Public Services core units		Unit credit	Level
Level 4 units			
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Plus an additional four optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	11 Law and Legal Systems	15	4
Specialist unit	12 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4

Optional unit	19 Personnel Protection in the Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4
Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4
Level 5 units		Unit credit	Level
Core unit	29 Research Project (Pearson-set)	30	5
Core unit	30 Reflective Professional Practice	15	5
Plus an additional five optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Optional Level 5 Units			
Group: Civil Protection			
Specialist unit	31 International Institutions and Global Affairs	15	5
Specialist unit	32 Serious and Organised Crime	15	5
Group: Crime and Criminal Justice			
Specialist unit	33 Justice, Punishment and Rehabilitation	15	5
Specialist unit	34 Theories of Crime	15	5
Group: Public Service Management			
Specialist unit	35 Operations and Project Management	15	5
Specialist unit	36 Understanding and Leading Change	15	5
Group: Blue Light Services			
Optional unit	37 Critical Infrastructure Protection	15	5
Optional unit	38 Blue Light Collaboration	15	5

Optional units			
Optional unit	39 Physical Activity, Lifestyle and Health	15	5
Optional unit	40 Management of an Outdoor Event	15	5
Optional unit	41 Advanced Fitness and Health	15	5
Optional unit	42 Expedition Planning	15	5
Optional unit	43 Cyber Security	15	5
Optional unit	44 International Policing	15	5
Optional unit	45 Unit 45: Training, Coaching and Mentoring Techniques	15	5
Optional unit	46 Aviation and Maritime Protection	15	5
Optional unit	47 Contemporary Sociological Issues	15	5
Optional unit	48 Youth Offending	15	5
Optional unit	49 Applied Forensic Psychology	15	5
Optional unit	50 Offender Management	15	5
Optional unit	51 Human Resources - Values and Contribution to Organisational Success	15	5
Optional unit	52 Resource and Talent Planning	15	5
Optional unit	53 Work-based Experience	15	5

Pearson BTEC Level 5 Higher National Diploma in Public Services (Civil Protection)		Unit credit	Level
Level 4 units			
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Plus an additional two optional units selected from the specialist and/or Optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4

Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4
Level 5 units		Unit credit	Level
Core unit <i>Mandatory</i>	29 Research Project (Pearson-set)	30	5
Core unit <i>Mandatory</i>	30 Reflective Professional Practice	15	5
Specialist unit <i>Mandatory</i>	31 International Institutions and Global Affairs	15	5
Specialist unit <i>Mandatory</i>	32 Serious and Organised Crime	15	5
Plus an additional three optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Crime and Criminal Justice			
Specialist unit	33 Justice, Punishment and Rehabilitation	15	5
Specialist unit	34 Theories of Crime	15	5
Group: Public Service Management			
Specialist unit	35 Operations and Project Management	15	5
Specialist unit	36 Understanding and Leading Change	15	5
Group: Blue Light Services			
Specialist unit	37 Critical Infrastructure Protection	15	5
Specialist unit	38 Blue Light Collaboration	15	5

Optional units			
Optional unit	39 Physical Activity, Lifestyle and Health	15	5
Optional unit	40 Management of an Outdoor Event	15	5
Optional unit	41 Advanced Fitness and Health	15	5
Optional unit	42 Expedition Planning	15	5
Optional unit	43 Cyber Security	15	5
Optional unit	44 International Policing	15	5
Optional unit	45 Unit 45: Training, Coaching and Mentoring Techniques	15	5
Optional unit	46 Aviation and Maritime Protection	15	5
Optional unit	47 Contemporary Sociological Issues	15	5
Optional unit	48 Youth Offending	15	5
Optional unit	49 Applied Forensic Psychology	15	5
Optional unit	50 Offender Management	15	5
Optional unit	51 Human Resources - Values and Contribution to Organisational Success	15	5
Optional unit	52 Resource and Talent Planning	15	5
Optional unit	53 Work-based Experience	15	5

Pearson BTEC Level 5 Higher National Diploma in Public Services (Crime and Criminal Justice)		Unit credit	Level
Level 4 units			
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4

Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4
Level 5 units		Unit credit	Level
Core unit <i>Mandatory</i>	29 Research Project (Pearson-set)	30	5
Core unit <i>Mandatory</i>	30 Reflective Professional Practice	15	5
Specialist unit <i>Mandatory</i>	33 Justice, Punishment and Rehabilitation	15	5
Specialist unit <i>Mandatory</i>	34 Theories of Crime	15	5
Plus an additional three optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	31 International Institutions and Global Affairs	15	5
Specialist unit	32 Serious and Organised Crime	15	5
Group: Public Service Management			
Specialist unit	35 Operations and Project Management	15	5
Specialist unit	36 Understanding and Leading Change	15	5
Group: Blue Light Services			
Specialist unit	37 Critical Infrastructure Protection	15	5
Specialist unit	38 Blue Light Collaboration	15	5

Optional units			
Optional unit	39 Physical Activity, Lifestyle and Health	15	5
Optional unit	40 Management of an Outdoor Event	15	5
Optional unit	41 Advanced Fitness and Health	15	5
Optional unit	42 Expedition Planning	15	5
Optional unit	43 Cyber Security	15	5
Optional unit	44 International Policing	15	5
Optional unit	45 Unit 45: Training, Coaching and Mentoring Techniques	15	5
Optional unit	46 Aviation and Maritime Protection	15	5
Optional unit	47 Contemporary Sociological Issues	15	5
Optional unit	48 Youth Offending	15	5
Optional unit	49 Applied Forensic Psychology	15	5
Optional unit	50 Offender Management	15	5
Optional unit	51 Human Resources – Values and Contribution to Organisational Success	15	5
Optional unit	52 Resource and Talent Planning	15	5
Optional unit	53 Work-based Experience	15	5

Pearson BTEC Level 5 Higher National Diploma in Public Services (Public Service Management)		Unit credit	Level
Level 4 units			
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Blue Light Services			
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4

Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4
Level 5 units		Unit credit	Level
Core unit <i>Mandatory</i>	29 Research Project (Pearson-set)	30	5
Core unit <i>Mandatory</i>	30 Reflective Professional Practice	15	5
Specialist unit <i>Mandatory</i>	35 Operations and Project Management	15	5
Specialist unit <i>Mandatory</i>	36 Understanding and Leading Change	15	5
Plus an additional three optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	31 International Institutions and Global Affairs	15	5
Specialist unit	32 Serious and Organised Crime	15	5
Group: Crime and Criminal Justice			
Specialist unit	33 Justice, Punishment and Rehabilitation	15	5
Specialist unit	34 Theories of Crime	15	5
Group: Blue Light Services			
Specialist unit	37 Critical Infrastructure Protection	15	5
Specialist unit	38 Blue Light Collaboration	15	5

Optional units			
Optional unit	39 Physical Activity, Lifestyle and Health	15	5
Optional unit	40 Management of an Outdoor Event	15	5
Optional unit	41 Advanced Fitness and Health	15	5
Optional unit	42 Expedition Planning	15	5
Optional unit	43 Cyber Security	15	5
Optional unit	44 International Policing	15	5
Optional unit	45 Unit 45: Training, Coaching and Mentoring Techniques	15	5
Optional unit	46 Aviation and Maritime Protection	15	5
Optional unit	47 Contemporary Sociological Issues	15	5
Optional unit	48 Youth Offending	15	5
Optional unit	49 Applied Forensic Psychology	15	5
Optional unit	50 Offender Management	15	5
Optional unit	51 Human Resources - Values and Contribution to Organisational Success	15	5
Optional unit	52 Resource and Talent Planning	15	5
Optional unit	53 Work-based Experience	15	5

Pearson BTEC Level 5 Higher National Diploma in Public Services (Blue Light Services)		Unit credit	Level
Level 4 units			
Core unit <i>Mandatory</i>	1 Organisational Structures and Culture	15	4
Core unit <i>Mandatory</i>	2 Mental Health and Wellbeing	15	4
Core unit <i>Mandatory</i>	3 Equality, Diversity and Fair Treatment	15	4
Core unit <i>Mandatory</i>	4 Public Services in Contemporary Society (Pearson-set)	15	4
Specialist unit	11 Community Engagement	15	4
Specialist unit	12 Responding to Emergencies	15	4
Plus an additional two optional units selected from the specialist and/or optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	5 Integrated Emergency Management	15	4
Specialist unit	6 Terrorism and Counter-terrorism	15	4
Group: Crime and Criminal Justice			
Specialist unit	7 Law and Legal Systems	15	4
Specialist unit	8 Crime Reduction and Community Safety	15	4
Group: Public Service Management			
Specialist unit	9 Project Management	15	4
Specialist unit	10 Government and Politics	15	4
Optional units			
Optional unit	13 Personal and Professional Development	15	4
Optional unit	14 Crime and Substance Misuse	15	4
Optional unit	15 Modern Warfare and Conflict	15	4
Optional unit	16 Training for Fitness and Health	15	4
Optional unit	17 Entrepreneurship in the Public Services	15	4
Optional unit	18 Management Accounting in the Public Sector	15	4
Optional unit	19 Personnel Protection in the Civil Protection Agencies	15	4
Optional unit	20 Event Management and Safety	15	4

Optional unit	21 Outdoor Skills Development	15	4
Optional unit	22 Fitness Preparation and Testing	15	4
Optional unit	23 Third Sector and Public Services	15	4
Optional unit	24 Work Exposure	15	4
Optional unit	25 Technology in the Public Services	15	4
Optional unit	26 Care in Custody	15	4
Optional unit	27 Psychology of Behaviour	15	4
Optional unit	28 Small-scale Research Project in Public Services	15	4
Level 5 units		Unit credit	Level
Core unit <i>Mandatory</i>	29 Research Project (Pearson-set)	30	5
Core unit <i>Mandatory</i>	30 Reflective Professional Practice	15	5
Specialist unit <i>Mandatory</i>	37 Critical Infrastructure Protection	15	5
Specialist unit <i>Mandatory</i>	38 Blue Light Collaboration	15	5
Plus an additional three optional units selected from the specialist and optional units given below.			
*Please note that only one specialist unit can be selected from each pathway group.			
Group: Civil Protection			
Specialist unit	31 International Institutions and Global Affairs	15	5
Specialist unit	32 Serious and Organised Crime	15	5
Group: Crime and Criminal Justice			
Specialist unit	33 Justice, Punishment and Rehabilitation	15	5
Specialist unit	34 Theories of Crime	15	5
Group: Public Service Management			
Specialist unit	35 Operations and Project Management	15	5
Specialist unit	36 Understanding and Leading Change	15	5

Optional units			
Optional unit	39 Physical Activity, Lifestyle and Health	15	5
Optional unit	40 Management of an Outdoor Event	15	5
Optional unit	41 Advanced Fitness and Health	15	5
Optional unit	42 Expedition Planning	15	5
Optional unit	43 Cyber Security	15	5
Optional unit	44 International Policing	15	5
Optional unit	45 Unit 45: Training, Coaching and Mentoring Techniques	15	5
Optional unit	46 Aviation and Maritime Protection	15	5
Optional unit	47 Contemporary Sociological Issues	15	5
Optional unit	48 Youth Offending	15	5
Optional unit	49 Applied Forensic Psychology	15	5
Optional unit	50 Offender Management	15	5
Optional unit	51 Human Resources - Values and Contribution to Organisational Success	15	5
Optional unit	52 Resource and Talent Planning	15	5
Optional unit	53 Work-based Experience	15	5

4.2.3 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

4.2.4 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

4.3 Pearson-set assignments

There are Pearson-set assignments, as part of the core units. Each year, Pearson will issue a *Theme* and (for Level 4) a set of related *Topics*. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutor will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: “Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage.”

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, marketing, finance) within an organisation to promote profitability and financial sustainability
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set assignment guidance for the units, and the Theme and Topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking through the standardisation of student work and identification and sharing of ‘best practice’ in higher education teaching and learning. Pearson will share the ‘best practice’ results with all Centres. For further information about Pearson-set assignments and assessment, see *Section 6 Assessment* of this document.

4.4 Optional units

The optional units available in the Higher Nationals in Public Services are intended to provide Centres with a range of units that may be applicable to *any* pathway. These units have been written to provide scope for a Centre to tailor their course offer to include areas of additional content that provide a unique student experience.

As an example, at Level 5, an approach to Public Services might see the following units offered.

Unit 29: Research Project	Core
Unit 30: Reflective Professional Practice	Core
Unit 32: Serious and Organised Crime	Specialist
Unit 45: Training, Coaching and Mentoring Techniques	Optional
Unit 48: Youth Offending	Optional
Unit 50: Offender Management	Optional
Unit 53: Work-based Experience	Optional

However, a Centre may choose to develop a more 'specialised' programme; with greater emphasis on security and protection and offer the following.

Unit 29: Research Project	Core
Unit 30: Reflective Professional Practice	Core
Unit 37: Critical Infrastructure Protection	Specialist
Unit 43: Cyber Security	Optional
Unit 44: International Policing	Optional
Unit 46: Aviation and Maritime Protection	Optional
Unit 49: Applied Forensic Psychology	Optional

In each example, students would have the key skills for protection and security (through practice-based units at Level 4 and Level 5), but will have a unique experience based on the combination of optional units offered by the Centre.

In addition to the designated optional units, a Centre may also choose to include one of the specialist units from another pathway, thereby further expanding the scope of units that may be combined to form the qualification.

4.5 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

Unit Title	A broad statement of what the unit will cover.
Unit Code	The Ofqual unit designation
Unit Type	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
Unit level	All Pearson BTEC Higher National units are at Level 4 or Level 5
Credit value	The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits
Introduction	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
Learning Outcomes	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.

Essential Content

This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction level, depending on the quality of the students work.

Recommended Resources

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

Web

[1]cipd.co.uk	[2]Chartered Institute of Personnel and Development
	[3]Organisational culture and behaviours
	[4](General reference)
[1]college.police.uk	[2]College of Policing
	[3]Resources for reflective practice
	[4](General reference)

5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing, students completing a Higher National in Public Services will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the Student Voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a centre.

5.1 Delivering quality and depth

A high-quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, Centres must also encourage students to have a deeper understanding of the subject so they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in Public Services is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks, with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- providing access to library facilities which have, as a minimum, available copies (physically and/or electronically) of all required reading material
- providing access to research papers and journals
- utilising a virtual learning environment (VLE) to support teaching
- working with local employers (see below) to present real-life case studies
- creating Schemes of Work that embrace a range of teaching and learning techniques
- listening to the Student Voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies and, will therefore, enhance the learning experience.

An induction programme should consist of:

- a course programme overview
- preparing for lessons
- effective engagement in lectures and seminars
- making the most out of the tutor
- assignment requirements
- information relating to referencing and plagiarism
- Centre policies
- academic study skills.

Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website (www.highnationals.com). HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

5.2 Engaging with employers

Just as the Student Voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Public Services. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- field trips to local public services organisations
- inviting members of the local public services community to present guest lectures
- using employers to judge the quality of assessed presentations and/or products
- establishing a panel of experts to whom students can pitch an idea.

While detailed guidance on assessment has been provided in this specification (see *Section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment vehicles. This enables Centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the Centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

5.3 Engaging with students

Students are integral to teaching and learning. As such, it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the Student Voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective Student Voice for each student cohort, student representation at course team meetings, and an elected higher education representative as part of the Student Union. Student forums should also take place periodically throughout the year, with minutes and action plans updated, to inform the overall annual course monitoring process. Unit-specific feedback can also be collated by students completing unit feedback forms, end-of-year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby tutors adopt a 'reflection on action' approach to adjust teaching so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. As a consequence, students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end-of-programme feedback, or through ongoing dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- the sequencing of units
- whether to have condensed or expanded delivery
- teaching and learning techniques.

5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in Public Services, it is strongly advised that Level 4 units are delivered and achieved by students before progression to Level 5. However, students are able to progress to Level 5 with a minimum of 90 credits at Level 4.

Within each level, it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, *Unit 1: Organisational Structures and Culture* and *Unit 4: Public Services in Contemporary Society* could be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of public services, how it is structured and the internal and external factors that influence public service strategy and operations. The latter provides students with an opportunity to gain an understanding of how organisations operate and how they are managed and led. At Level 5, Centres could sequence, for example, Unit 45 before Unit 43. The former provides a broader understanding of what influences the behaviour of individuals and teams, with the latter using this knowledge to develop strategies to deliver change in an organisation.

5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

Condensed version:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, Centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that Centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.

Technique	Face-to-face	Distance learning
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips which have a direct relevance to the syllabus would add value to the learning experience. Through these trips, students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *Section 6* of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and, therefore, self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking public services practitioners for the future. Assessment can be formative, summative or both.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective, it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

Use of language

The first aspect of an assignment that a Centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the Learning Outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design.

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.

- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments, this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

Employing a range of assessment tools

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in *Section 6.2 Setting effective assignments*).

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study, a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

6 Assessment

BTEC Higher Nationals in Public Services are assessed using a combination of internally assessed **Centre-devised internal assignments** (which are set and marked by Centres) and internally assessed **Pearson-set assignments** (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, one core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- For the HND, two core units: one core, 15 credit, unit at Level 4 and one core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- All other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows.

Standardisation of student work – Assessing the quality of student work to ensure that it is meeting the level and the requirements of the unit across all Centres, that grade decisions and Assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues. The Pearson-set units will be included in the annual sampling of units by the External Examiner.

Sharing of good practice – We will share good practice in relation to Themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement.

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs in advance of the external examination visit. The focus will be on both standardisation of student assessed work and sharing of good practice with all EE feedback collated and presented in one External Examiner report for each of the units at the end of the year. This will support Centres in developing effective assessment strategies, building on good practice and learning from one another.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, the Centre will need to consider the order in which they deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.

6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are available to download from the course materials section on our website (<http://qualifications.pearson.com/>). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted or adapted accordingly.

6.1 Principles of 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* available in the support section of our website (<http://qualifications.pearson.com/>). All the assessment team will need to refer to this document.

For BTEC Higher Nationals, it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1 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 fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. 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 the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain' then, to satisfy the M criterion, a student 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 student's evidence at the same time. In *Appendix 1* we have set out a definition 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 student 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 student is judged to have met all the criteria. Therefore:

- **to achieve a Pass**, a student must have satisfied all the Pass criteria for the Learning Outcomes, showing coverage of the unit content and, therefore, attainment at Level 4 or 5 of the national framework
- **to achieve a Merit**, a student must have satisfied all the Merit criteria (and, therefore, the Pass criteria) through high performance in each learning outcome
- **to achieve a Distinction**, a student must have satisfied all the Distinction criteria (and, therefore, the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

6.1.3 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, and these roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the EE. The Programme Leader registers annually with Pearson and acts as an assessor, supports the rest of the assessment team, makes sure 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 Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also Assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, Assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **External Examiner** (EE) will sample student work across Assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

6.1.5 Student preparation

To ensure that you provide effective assessment for your students, 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 students are motivated to work consistently and independently to achieve the requirements of the qualifications. They 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 your students a guide that explains:

- how assignments are used for assessment
- how assignments relate to the teaching programme
- how they should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work, the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assessments

6.2.1 Setting the number and structure of assignments

In setting your assessments, you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online Example Assessment Briefs for each unit to support you in developing and designing your own assessments.

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 of Learning Outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of Learning Outcomes or to create a single assignment for the entire 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 Outcomes are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that students are fully prepared so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.

- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the Learning Outcomes but the Learning Outcomes 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 Outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier Learning Outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students 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 Outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student 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.

6.2.2 Providing an assignment brief

A good Assignment Brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students 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 student to apply their learning through the assignment
- clear instructions to the student 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.

6.2.3 Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of Learning Outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- written reports, essays
- in-class tests
- examinations
- creation of financial documents
- creation of planning documents
- work-based projects
- academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- recordings of interviews/role plays
- working logbooks, reflective journals
- presentations with Assessor questioning
- time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 2*.)

The form(s) of evidence selected must:

- allow the student to provide all the evidence required for the Learning Outcomes and the associated assessment criteria at all grade levels
- allow the student to produce evidence that is their own independent work
- allow a verifier to independently re-assess the student 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 students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

6.3 Making valid assessment decisions

6.3.1 Authenticity of student work

An Assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- evidence submitted for the assignment is the student's own
- the student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may 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 student is not authentic. The Assessor must then take appropriate action using the Centre's policies for malpractice. (See *Section 3.7* in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student 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 explanation of key terms in *Appendix 2* of this document.
- Examples of verified assessed work.
- Your Programme Leader and assessment team's collective experience.

6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the Centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your Centre policies (see also *Section 3.6 Administrative arrangements for internal assessment*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the Centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria, with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate Assessment Board, taking into account any mitigating circumstances that may have been submitted.

6.3.4 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 students. The information given to the student:

- 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 but how to improve in the future.

6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant Learning Outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for coursework, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.6 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- can, at Centre discretion and Assessment Board, be permitted a repeat of a unit
- must study the unit again with full attendance, which may include payment of the unit fee
- will achieve an overall unit grade for a successfully completed repeat unit, capped at a Pass for that unit
- can only repeat units once.

6.3.7 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual units
- extenuating circumstances
- cases of cheating and plagiarism
- progression of students onto the next stage of the programme
- the awards to be made to students
- referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your Centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a Centre does not currently have such a process then the EE should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of College Higher Education process.

6.4 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 Programme Leader should have an assessment plan. When producing a plan, the assessment team will wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carrying out of assessment, taking account of when students 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 students
- how to manage the assessment and verification of students' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- verification of Assignment Briefs
- student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- verification of assessment decisions.

Examples of records and further information are available in the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com>).

6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have attempted but not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

6.5.3 Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points								
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Pearson BTEC Level 5 Higher National Diploma

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points								
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Opt = Optional

7 Quality assurance

Pearson's Quality Assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that Centres have effective Quality Assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The Quality Assurance process for Centres offering Pearson BTEC Higher National programmes comprises five key components.

- 1 The approval process.
- 2 Monitoring of internal Centre systems.
- 3 Independent assessment review.
- 4 Annual programme monitoring report.
- 5 Annual student survey.

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing Centre approval process and then through the programme approval process. Programme approval for new Centres can be considered in one of two ways:

- desk-based approval review
- review and approval visit to the Centre.

Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit-for-purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all Assessors and sites.

Applications for approval must be supported by the Head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the automatic approval process, subject to the Centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of Centre, Pearson reserves the right to withdraw either qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

7.2 Monitoring of internal Centre systems

Centres will be required to demonstrate ongoing fulfilment of the Centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, Centres may present evidence of their operation within a recognised code of practice, such as that of the QAA for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the Centre in correcting the problem.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ, are subject to a visit from a Pearson appointed EE. The outcomes of this process will be:

- to confirm that internal assessment is to national standards and allow certification, **or**
- to make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- to make recommendations about the Centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for Centres to analyse and reflect on the most recent teaching year. By working in collaboration with Centres, the information can be used by Pearson to further enhance the Quality Assurance of the Pearson BTEC Higher National programmes.

7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the Quality Assurance process, by engaging with students studying on these programmes.

7.6 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 qualifications.

- 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 staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.

The result, we believe, is qualifications that will meet the needs and expectations of students worldwide.

7.7 Continuing Quality Assurance and standards verification

We produce annually the latest version of the *Pearson Quality Assurance Handbook* available in the support section of our website (<http://qualifications.pearson.com>). 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 Pearson BTEC Higher National 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 the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide 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 Higher Nationals 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 student work and associated documentation
- an overarching review and assessment of a Centre's strategy for assessing and quality assuring its BTEC 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 fully address and maintain rigorous approaches to Quality Assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Recognition of Prior Learning and attainment

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

Pearson encourages Centres to recognise students' previous achievements and experiences, whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the Centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. 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*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents (<http://qualifications.pearson.com/>).

10 Higher Nationals in Public Services Units

Unit 1: Organisational Structures and Culture

Unit code	A/616/7177
Unit type	Core
Unit level	4
Credit value	15

Introduction

The way in which an organisation structures and organises its workforce will affect the culture that develops within it. Its system of shared values and beliefs will determine and shape the accepted pattern of behaviour within the organisation. This structure and culture, along with the way that managers approach the workforce and motivate their staff, will directly affect performance. The organisational structure and culture of public services can be very different to those in the private sector.

This unit has been designed to introduce students to the concept of organisational behaviour and encourage them to apply this to the public services, developing an awareness of how the public services are organised and the impact this has on performance. It will explore topics, including types of organisational structure and culture, and the influence that government and monitoring organisations can have on these. Students will consider the advantages and disadvantages of a range of management styles and assess those most appropriate for the public services, before applying theories of motivation to public service examples.

On successful completion of this unit, students will have discussed types of organisation structure and culture; explored the impact of levels of government and monitoring organisations on the public services; investigated approaches to management in the public sector; and assessed the relationship between motivation, organisational behaviour, performance and reflection. Students will have the opportunity to progress to a range of roles within the public services sector, which could include, for example, working within civil protection, crime and criminal justice, public service management, blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate types of public sector organisational structure and culture
2. Explore the impact of levels of government and monitoring organisations on the public sector
3. Investigate approaches to management in the public sector
4. Assess the relationship between motivation, organisational behaviour, performance and reflection.

Essential content

LO1 Investigate types of public sector organisational structure and culture

Public service organisations:

Emergency services, e.g. police, fire, ambulance, coastguard, mountain rescue

Military, e.g. army, navy, air force, marines, territorial

Security and welfare, e.g. courts, prison, probation, NHS, Revenue and Customs, Border Forces

Government, e.g. central, regional, local

Supporting organisations, e.g. charities, social enterprises, voluntary groups, e.g. third sector role in supporting delivery of services.

Types of organisation and structure:

E.g. functional, product-based, geographically-based, divisional, multifunctional and multidivisional, matrix, project, tall, flat, centralised, decentralised, holistic

Examples of organisational charts

Collaboration/cross-collaboration, e.g. between public services

Human interaction.

Organisational culture:

Types of organisational culture, e.g. power, role, task, person, forward-looking, backward-looking

Shared assumptions, vision, norms, values and beliefs, systems

Typical behaviours, e.g. strong versus weak, impact on performance.

Organisational terms:

E.g. hierarchy, span of control, chain of command, line management, subordinates, rank structure, authority, delegation, empowerment, lines of communication, layering, centralisation and decentralisation.

LO2 **Explore the impact of levels of government and monitoring organisations on the public sector**

Influence of politics:

Central government, e.g. budget, spending review, funding, strategy, legislation, policies, priorities, procurement

Local government, e.g. enforce and develop the laws, policies and strategies on local level, setting and allocating local taxes (e.g. council tax), assess community needs, communicate upwards and downwards

Organisational politics, e.g. differentiation between personal, decisional, structural and organisational change.

Public services monitoring and accountability:

Police and Crime Commissioners, police complaints body (Independent Police Complaints Commission/Office of Police Conduct)

Inspectorates, e.g. Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS)

Public authorities, e.g. police or fire and rescue, Independent Monitoring Board (prisons), government departments (Ministry of Justice, Home Office, Ministry of Defence).

LO3 **Investigate approaches to management in the public sector**

Approaches to management:

Classical, bureaucratic, administrative, scientific, systems, contingency, behavioural, human relations.

Management styles:

E.g. directive, authoritative/ visionary, affiliative, participative, pacesetter, coaching, autocratic, consultative, persuasive, democratic, chaotic, laissez-faire, paternalistic.

Role and responsibilities of management in public services:

E.g. interpersonal, informational, decisional, planning, leading, organising, commanding, coordinating, controlling, decision making, conflict resolution, managing change, delegation, contingency planning.

LO4 **Assess the relationship between motivation, organisational behaviour, performance and reflection**

Organisational behaviour:

Organisational psychology, personality and work behaviour, self and self-image, personality traits and types, group dynamics, inter-group behaviour.

Motivation:

Extrinsic and intrinsic motivation

Motivational theories

Content theories (Maslow, Herzberg and Alderfer)

Process theories (Vroom, Adams, Latham and Locke)

The applications of motivational theory on management and leadership within public service organisations.

Motivation and performance:

E.g. rewards and incentives, effective management, monetary and non-monetary rewards, performance standards, goal setting, performance appraisals, staff morale, poor performance management.

Reflective practice:

E.g. benefits to the individual and organisation, recognition of paradigms (assumptions, frameworks, patterns of thought and behaviour, thinking and action)

Organisational learning, monitoring and evaluation

Addressing issues of position, conflict, resistance, power relationships

Reflective theory/models, e.g. Dewey, Schön, Gibbs' reflective cycle, Lawrence-Wilkes' REFLECT model, Rolfe et al's reflective model

Reflective tools, e.g. reflective journal, Myers Briggs Type Indicator (MBTI), Belbin Team Roles.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate types of public sector organisational structure and culture		LO1 and LO2 D1 Assess the structure, culture, role of government and monitoring organisations that apply to a chosen public service.
P1 Explain different types of public sector organisational structure. P2 Describe the concept of culture as it applies to public sector organisations.	M1 Analyse the structure and culture of a chosen public service.	
LO2 Explore the impact of levels of government and monitoring organisations on the public sector		
P3 Explain the impact and role of central and local government in the public services.	M2 Assess the impact and role of monitoring organisations in making public services accountable.	
LO3 Investigate approaches to management in the public sector		LO3 and LO4 D2 Evaluate how management approaches, motivation theory, organisational behaviour and reflection impact on the performance of public service teams.
P4 Investigate different approaches to management styles within the public sector, providing specific examples.	M3 Analyse the roles of management in the public services and assess the most appropriate management style and approach for different tasks.	
LO4 Assess the relationship between motivation, organisational behaviour, performance and reflection.		
P5 Outline the concept of organisational behaviour. P6 Examine how the relationship between motivation, organisational behaviour and reflection impacts on performance in the workplace.	M4 Compare the advantages and disadvantages of theories of motivation and reflection by applying theory to a public service example.	

Recommended resources

Textbooks

FERLIE, E. (2015) *Strategic Management in Public Services Organisations Concepts, Schools and Contemporary Issues*. Oxon: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour*. 8th edn. Harlow: Pearson.

MULLINS, L.J. (2016) *Management and Organisational Behaviour*. 11th edn. Harlow: Pearson.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 4th edn. Harlow: Prentice Hall.

Websites

cipd.co.uk	Chartered Institute of Personnel and Development Knowledge hub Organisational culture and behaviours Reflective Practice Guide (General reference)
college.police.uk	College of Policing Resources for reflective practice (General reference)
myersbriggs.org	Myers Briggs Foundation Myers Briggs Type Indicator (General reference)
humanmetrics.com	Personality test Personality type explained (General reference)

Links

This unit links to the following related units:

Unit 10: Government and Politics

Unit 35: Operations and Project Management

Unit 36: Understanding and Leading Change.

Unit 2: Mental Health and Wellbeing

Unit code	F/616/7178
Unit type	Core
Unit level	4
Credit value	15

Introduction

The term 'mental health' is very often used when mental illness or disorder is being referred to. However, it is also important that students explore what is meant by mental health in its positive sense: what it means to be mentally healthy. Members of the emergency services are more at risk of suffering from mental illness than other workers, but are less likely to seek support. This can lead to workers contemplating leaving their job or voluntary role, or even taking their own lives due to stress and poor mental health. Therefore, a good understanding of individual mental health is crucial. Work in the public sector can be stressful at times and it is vital that workers can identify their own mental health needs and take action to protect their mental wellbeing. They need to be aware of sources of support for themselves as well as the individuals they provide emergency services to.

This unit aims to provide an opportunity for students to explore definitions of mental health and mental wellbeing, encouraging them to discuss mental wellbeing as a continuum. They will look at the complex range of factors that influence mental health and review the influences on it, including the interrelation of physical and mental health as well as social, psychological and environmental factors. Students will be encouraged to consider the range of factors that protect the mental health and wellbeing of individuals employed in the emergency services and the general population they serve. They will address strategies that can be used to promote positive mental health for individuals, families and communities. The unit will also provide students with the opportunity to explore strategies to maintain their own mental health and wellbeing. They will explore assessment of strategies that can be employed to maximise protective factors and build resilience.

By the end of this unit, students will have developed skills in independent and collaborative research, and an understanding of the risk and protective factors influencing mental health and wellbeing. Students will have explored strategies that can be used to promote positive mental health, as well as developing an understanding of protecting their own mental health while employed in the public services sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the factors that influence mental health and wellbeing
2. Identify the value of early intervention in promoting positive mental health within public services employment and the general population
3. Assess strategies to promote mental wellbeing in the workplace
4. Review the measures that public service employees can take to promote their own mental health and resilience.

Essential content

LO1 Review the factors that influence mental health and wellbeing

Definitions of health and mental health:

Definitions of health

Definitions of mental health

Definitions of mental ill-health (as opposed to mental health)

Mental health-mental distress as a continuum

Characteristics of good mental health-resilience

Exploration of different definitions.

Interconnection of physical and mental health:

Physical health and link to mental health

Impact of physical illness and disability on mental health and wellbeing.

Social factors influencing mental health and wellbeing:

Influence of family and socialisation

Community

Education

Social class

Employment/unemployment – within the emergency services

Social network and relationships.

Psychological factors affecting mental health and wellbeing:

Life experiences: positive and negative

Stress

Stress management

Impact of trauma on individuals, families, groups

Trauma management, e.g. strategies used by emergency services to train and support employees

Impact of role in emergency services on mental wellbeing: anxiety, support of other colleagues.

Importance of understanding of mental health:

Holistic view of individual, in context of private and public life (emergency service employment)

Recognition of factors that may affect mental wellbeing of individuals that require an emergency response in a variety of situations.

LO2 Identify the value of early intervention in promoting positive mental health within public services employment and the general population

Importance of early experiences for mental health and wellbeing:

Childhood experiences that can affect life-long development and the possible effects on employment in the civil protection roles, i.e. anxiety.

Mental health and wellbeing in the workplace:

Employment, e.g. work/life balance.

Post-employment:

Retirement, e.g. planning effectively

Physical activity for older adults

Protecting cognitive wellbeing

Maintaining social networks and relationships

Maintaining independence.

Identifying early signs of mental stress:

Behavioural changes

Substance use

Changes in mood

Weight changes

Screening questionnaires

Signposting to appropriate support.

Impact of early intervention:

Prevention of or reduction in impact of mental ill-health

Improvement in outcomes

Signposting to appropriate support

Campaigns, e.g. Mind Blue Light Programme.

LO3 **Assess strategies to promote mental wellbeing in the workplace**

Mental health promotion:

Definitions and concepts of mental health and wellbeing promotion.

Mental wellbeing as public health concern:

Overview of prevalence and impact of mental illness within emergency and public services

Benefits of protecting mental health and wellbeing

National strategies to promote mental health and wellbeing.

Building resilience

Identifying risk factors

Identifying protective factors

Reducing risk and increasing protective factors

Management of change

Strategies to build self-esteem and confidence.

Strategies to cope with stress:

Relaxation

Physical activity

Mindfulness

Complementary therapies.

Physical health for mental wellbeing:

Health promotion strategies that protect physical health and impact on mental wellbeing

Lifestyle, e.g. activity, diet.

Social media

Use of social media in promoting mental health and wellbeing, e.g. use of apps, social media campaigns

Positive and negative potential impacts of social media on mental health.

LO4 Review the measures that public service employees can take to promote their own mental health and resilience

Impact of mental ill-health in the workplace:

Impact on worker, colleagues, service, people receiving support

Codes of practice: declaration of health, workplace training.

Legislation and policy to support mental health in the workplace:

Equality legislation

Disability discrimination legislation

Workplace mental health and wellbeing policy

Other workplace policies to promote mental health and wellbeing: flexible working, training for line managers, training for colleagues.

Supervision:

Protection of the public services worker

Workload/nature of work

Mental health and wellbeing.

Stress:

Sources of stress: life events, work

Coping strategies: healthy and unhealthy

Maintaining work-life balance

Stress and burnout.

Personal planning

Assessment of own strategies to support mental health and wellbeing

Identifying risk and protective factors

Making personal plan to enhance own mental health and wellbeing.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the factors that influence mental health and wellbeing		D1 Evaluate the impact of positive mental health on the effectiveness of emergency response.
<p>P1 Explore the link between physical and mental health.</p> <p>P2 Assess a range of social and psychological factors that impact on mental health and wellbeing of an emergency services employee.</p>	M1 Review the characteristics of positive mental health in individuals.	
LO2 Identify the value of early intervention in promoting positive mental health within the public services employment and the general population		LO2 and LO3 D2 Appraise a local or national strategy to promote the mental health and resilience of a specific group within the public services sector.
<p>P3 Review the significance of early experiences in childhood for mental health.</p> <p>P4 Explore the early warning signs of mental stress in individuals and the support structure provided by public services organisations.</p>	M2 Analyse the potential benefits of early intervention on individuals' mental health and wellbeing, with reference to one emergency service.	
LO3 Assess strategies to promote mental wellbeing in the workplace		
<p>P5 Identify interventions that can be used to promote healthy methods to cope with stress.</p> <p>P6 Review strategies that can be used to build resilience in individuals.</p>	M3 Assess the potential benefits and limitations of the use of social media to promote mental health and wellbeing.	

Pass	Merit	Distinction
<p>LO4 Review the measures that emergency services employees can take to promote their own mental health and resilience.</p>		
<p>P7 Describe the role of supervision in supporting the wellbeing of public services workers.</p> <p>P8 Produce a personal plan to enhance own mental health awareness and wellbeing as a public services worker.</p>	<p>M4 Examine the impact of colleagues, friends and family on public services workers' own mental health and wellbeing.</p>	<p>D3 Analyse the impact of policies that may promote mental health and wellbeing in a public services context.</p>

Recommended resources

Textbooks

BROWN, J.S., LEARMONTH, A.M. and MACKERETH, C.J. (2015) *Promoting Public Mental Health and Well-being: Principles into Practice*. London: Jessica Kingsley.

SOUTHWICK, S.M. (2011) *Resilience and Mental Health: Challenges Across the Lifespan*. Cambridge: Cambridge University Press.

Websites

mind.org.uk

Mind, Mental Health Charity

Blue Light Programme – working with emergency services across England and Wales

(General reference)

nice.org

National Institute for Health and Care Excellence

Mental Health and Wellbeing

(General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture.

Unit 3: Equality, Diversity and Fair Treatment

Unit code	A/616/7180
Unit type	Core
Unit level	4
Credit value	15

Introduction

When working in the public services, it is important to be able to assess the legislative provision for the protection of individuals against discrimination and to understand the different procedures open to victims of unfair treatment both from an employee and a public perspective.

Students will have the opportunity to critically evaluate organisational policies and practices used to support equality, diversity and fair treatment within a public service context. They will analyse research findings which look into specific policy developments and the impact on service provision. Students will investigate how fair treatment, equality and diversity has been approached by public services organisations and the impact policy and legislation has had on the development of service provision. Students will develop an understanding of why discrimination has no place within the public services, both internally and externally.

This unit will support students' progression in continuing higher education in degrees such as Social Policy as well as supporting all roles within public sector organisations.

Learning Outcomes

By the end of this unit students will be able to:

1. Research the key definitions and characteristics of discriminatory behaviour
2. Investigate a range of contemporary legislation that has been implemented to support equality, diversity and fair treatment in the public services
3. Assess the effectiveness of policies that have been implemented as a result of legislative changes regarding provision of equality, diversity and fair treatment in the public services
4. Review how equality, diversity and fair treatment can benefit the work of the public services.

Essential content

LO1 Research the key definitions and characteristics of discriminatory behaviour

Origins and characteristics of discriminatory behaviour:

Implicit/unconscious bias, e.g. individual's background, personal experiences, societal stereotypes, cultural context, halo effect

Differences between bias, prejudice, stereotyping, discrimination

Impact of unconscious bias in the workplace, e.g. recruitment, less diverse workplace, work allocation, performance management, customer relations

Impact of unconscious bias on society

Mitigating the impact of unconscious bias, e.g. raising awareness, developing a mindful approach at key decision times (exercising our conscious mind), implementation intention – Implicit Association Test (IAT).

Prejudice:

Definition: causes/antecedents of prejudice, types of prejudice, stereotyping, implications for public services.

Discrimination:

Definition: direct and indirect discrimination

Public enquiries into issues of institutionalised prejudice and discrimination, e.g. Lawrence Inquiry and institutional racism, victimisation and harassment

Allport's Scale of Prejudice and Discrimination

Implications for public services.

Working practices:

Internal and external customers

Routine and non-routine activities

Provision of information and literature

Communication with internal and external customers

Training and educating staff.

Impact:

Impact of prejudice and discrimination on the operation of public service organisations, e.g. treatment of members of the public

The effects that prejudice and discrimination have on victims and perpetrators

Treatment of colleagues in own organisation

Treatment of personnel in partner organisations

Quality of service provision

Image of public service organisations

Media portrayal

Public perception.

LO2 Investigate a range of contemporary legislation that has been implemented to support equality, diversity and fair treatment in the public services

Equality and diversity:

Definitions, concepts, legislation, e.g. Equality Act 2010.

Fair treatment legislation and regulations:

Employment Equality (Age) Regulations 2006

Sex Discrimination Act 1975

Employment Equality (Sex Discrimination) Regulations 2005

Race Relations (Amendment) Act 2000

Employment Equality (Religion or Belief) Regulations 2003

Human Rights Act 1998

Employment Equality (Sexual Orientation) Regulations 2003

Equality Act 2010.

Advisory Services:

E.g. Advisory, Conciliation and Arbitration Service (ACAS)

Citizens Advice Bureau (CAB)

Equality and Human Rights Commission (EHRC)

Rights of women

Royal Association for Disability and Rehabilitation (RADAR); trade unions; Liberty Human Rights; inspectorates and advisory bodies e.g. Independent Police Complaints Commission (IPCC)/Office for Police Conduct, Independent Monitoring Board (IMB) for Prisons

LO3 Assess the effectiveness of policies that have been implemented as a result of legislative changes regarding provision of equality, diversity and fair treatment in the public services

Organisational policies:

Of uniformed public services

Of non-uniformed public services

Grievance procedures

How public service employers present legal responsibilities of fair treatment for staff within organisational policies.

Fair treatment:

Definition: the importance and need for fair treatment in public services

Requirements, e.g. working practices, within literature, within job opportunities, within codes of practice and ethics.

Trade unions:

Role to represent members

Ethos

Impact of trade union activity on employees and working standards.

Anti-discriminatory practices:

Currently in place within uniformed and non-uniformed public services, e.g. recruitment and promotion initiatives, fair treatment policies, service accessibility.

Case studies:

Equality and Human Rights Commission.

LO4 Review how equality, diversity and fair treatment can benefit the work of the public services

Diversity:

Definition

Concepts

Representation

Justifications.

Fair treatment:

Reason

Rationale

Purpose

Impact on daily operation

Accountability to management and watchdogs

Impact on current and future employees and customers.

Prejudice and discrimination:

Effects on the victim, e.g. psychological, impact on self-esteem and future within public service

Effects on the perpetrator, e.g. psychological, impact on self-esteem, future within public service

Effects on organisation, e.g. public perception.

Workplace culture:

Language, e.g. 'canteen banter'

Humour and practical jokes

Challenging inappropriate behaviour

Coping strategies.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>L01 Research the key definitions and characteristics of discriminatory behaviour</p>		<p>L01 and L02</p>
<p>P1 Describe the origins of unconscious bias, prejudice and discrimination.</p> <p>P2 Explain the importance of understanding unconscious bias, prejudice and discriminatory behaviour in the public services.</p>	<p>M1 Analyse the impact of unconscious bias, prejudice and discrimination on public service operations.</p>	<p>D1 Evaluate the impact of unconscious bias, prejudice and discrimination on the individuals, victims and perpetrators within the public services sector, providing examples of the response of public sector organisations to legislative requirements.</p>
<p>L02 Investigate a range of contemporary legislation that has been implemented to support equality, diversity and fair treatment in the public services</p>		
<p>P3 Identify the range of legislation designed to implement equality, diversity and fair treatment in public services.</p> <p>P4 Investigate the role of advisory services in the relation to equality, diversity and fair treatment in public service employment.</p>	<p>M2 Analyse the impact of legislation on equality, diversity and fair treatment in the public services from an employee and customer perspective, with reference to case studies.</p>	

Pass	Merit	Distinction
L03 Assess the effectiveness of policies that have been implemented as a result of legislative changes regarding provision of equality, diversity and fair treatment in the public services		L03 and L04 D2 Evaluate the impact of legislation, policies and working practices on the provision of fair, equal and diverse public services.
P5 Describe the development of organisational policy, with reference to legislation and the role of trade unions.	M3 Review the impact of organisational policies on employment within the public services.	
L04 Review how equality, diversity and fair treatment can benefit the work of the public services.		
P6 Explain how equality, diversity and fair treatment can benefit the work of the public services.	M4 Justify the need for and role of equality, diversity and fair treatment in the workplace.	

Recommended resources

Textbooks

DANIELS, K. and MACDONALD, L. (2005) *Equality, Diversity and Discrimination: A Student Text*. London: CIPD Publishing.

KUMRA, S. and MANFREDI, S. (2012) *Managing Equality and Diversity: Theory and Practice*. Oxford: Oxford University Press.

MACDONALD, L. (2004) *Equality, Diversity and Discrimination: How to Comply with the Law, Promote Good Practice and Achieve a Diverse Workforce*. London: CIPD Publishing.

Websites

acas.org	Advisory, Conciliation and Arbitration Service (ACAS) (General reference)
cipd.co.uk	Chartered Institute of Personnel and Development Diversity Diversity and Inclusion in the Workplace CIPD People Management Magazine Articles (General reference)
implicit.harvard.edu	Project Implicit Implicit Association Test (IAT) measures the strength of associations between concepts, evaluations or stereotypes (General reference)
unison.org	UNISON Fighting Fairness and Equality (Report)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 17: Entrepreneurship in the Public Services

Unit 36: Understanding and Leading Change

Unit 51: Human Resources – Values and Contribution to Organisational Success.

Unit 4: Public Services in Contemporary Society

Unit code	F/616/7181
Unit type	Core
Unit level	4
Credit value	15

Introduction

This unit is assessed by a Pearson-set assignment. The project brief will be set by the Centre, based on a Theme provided by Pearson (this will change annually). The Theme and chosen project within the Theme will enable students to explore and examine a relevant and current topical aspect of public services.

The aim of this unit is to provide students with an in-depth knowledge of how public services have developed over time. This information is key to a student's progression to employment within the public services as employers value applicants who understand the development of their sector. The unit will also provide opportunities for students to investigate the way in which the public sector operates, how it is organised and who is accountable for the strategic and operational procedures of the public services. Consideration will be given to the current position of the services of particular interest to students. They will have the opportunity to investigate how public service organisations are funded and the financial constraints they may face. Students will also examine the whole range of sources of finance and the issues that influence funding.

The final aspect of this unit requires students to investigate the strategy of their chosen public service. This will require students to research and read policies and strategies from the incumbent government as well as strategic plans such as the defence review or similar policies. Students will consider prospective structures, sizes and financial positions of the sector.

On successful completion of this unit students will have developed a deep understanding of how public services operate within contemporary society. Students will be able to research, interpret and analyse a range of data which is focused on a particular area of interest. The skills developed will support employment in roles within civil protection, crime and criminal justice, public service management and blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the development of public services
2. Examine accountability and responsibility structures within contemporary public services organisations
3. Analyse the types of funding sources and the allocation of funds to the public sector
4. Review the strategy, structure and role of the public sector.

Essential content

LO1 Investigate the development of public services

Purpose:

Organisational objectives

Mission statements

Legislation.

History:

Reasons for conception

Key events in creation of organisation

Initial roles and development through time

Influential personal, key historical events and their impact on service and society

Impact of organisation on society

Size and cost of service.

Roles:

Dealing with accidents and emergencies, war fighting, peacekeeping Activities, anti-terrorist roles, anti-smuggling roles

Defence roles of the armed forces

Humanitarian work, disaster relief, community engagement.

Responsibilities:

Accountability, legal, professional and political responsibilities

The role of performance indicators to measure progress

Responding to change in society and with internal and external customers

Protecting/respecting diversity

Responsibility to the public, e.g. providing value for money

Spending taxpayers' money wisely.

Contemporary:

Adoption of new roles to deal with changes in society/technology, e.g. use of drones

Responding to budgetary constraint, e.g. cuts to pay, amendment to pensions, equipment budgets

Management of legislation, e.g. Counter-Terrorism Act 2008, Counter-Terrorism and Security Act 2015

Failure of existing organisations to manage situations, e.g. UK Border Agency

Political changes internationally and changing foreign policy, e.g. Brexit, responding to new leaders

Outsourcing, e.g. employment services, offender management (e.g. G4S, Serco, Sodexo, Capita), plural policing, healthcare, local government, social care.

LO2 Examine accountability and responsibility structures within contemporary public services organisations

Organisational structure:

Theories on organisational structure in relation to case studies, classical theory, neoclassical theory, contingency theory, systems theory.

Types of organisation and associated structures:

Functional, product-based, geographically-based, multifunctional and multidivisional structures, centralisation and decentralisation, organisational charts

Rank structure, spans of control, internal and external network structures.

Responsibility and accountability:

Functions of management within public services: organising, commanding, coordinating, controlling

Nature of managerial authority within public service organisations: power, authority, responsibility

Delegation: inspectorates used to monitor public services activities (constabularies, prisons, probation, Independent Police Complaints Commission (IPCC)/Office for Police Conduct, fire and rescue authorities (or equivalent in other states).

Role of audit and inspection:

Role of audit and inspectorates in disseminating good practice

Promoting better management and decision making

Effective use of taxpayer resources

Maintaining public confidence in effective use of funds

Information provided by audit services and inspectorates in their published reports.

LO3 Analyse the types of funding sources and the allocation of funds to the public sector

Sources of public sector funding:

Central taxation, income tax, corporation tax, VAT, local taxation, council tax, business rates, income and rents charged by public service organisations

EU funding and foreign investment, e.g. National Lottery, Public Private Partnership (PPP)

Private Finance Initiative (PFI)

Contracting out-of-service provision to private and third sector

Organisations and privatisation of provision, disposal of saleable assets.

Funding allocation:

Central government budgetary cycle

Funding allocation, e.g. revenue and capital funding, public sector funding reviews, allocation of funds by public sector organisations to meet statutory and non-statutory activity, historic and zero-based budget allocation.

LO4 Review the strategy, structure and role of the public sector

Strategy, structure and role:

Government reports and policies, strategic defence and security reviews Think tank proposals, strategic plans

Responding to threats, evolution of technology, impact of funding changes

Repeating best practice from other organisations

Influence of future governments and political change.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the development of public services		LO1 and LO2 D1 Evaluate contemporary issues within the development of public services.
P1 Describe the development of public services. P2 Outline the development of a selected public service organisation.	M1 Investigate the ways in which contemporary practice sits within a tradition of historical practice.	
LO2 Examine accountability and responsibility structures within contemporary public services organisations		
P3 Describe the operational structure of a given public services organisation. P4 Explain how the public sector is held accountable for its actions and direction both operationally and strategically.	M2 Assess the structure of a public sector organisation with reference to responsibilities.	
LO3 Analyse the types of funding sources and the allocation of funds to the public sector		LO3 and LO4 D2 Analyse the allocation of funding within the public sector and the impact of funding, structure and strategy on the sector.
P5 Explain the types of sources of funding available to the public sector. P6 Identify how funding is allocated to different public sector organisations.	M3 Assess the impact of funding from different sources and its allocation within the public sector.	
LO4 Review the strategy, structure and role of the public sector.		
P7 Define the strategy, structure and role of public sector organisations.	M4 Assess the impact of proposed changes upon the society in which public sector organisations serve.	

Recommended resources

Textbooks

- COWLEY, R. (2011) *A History of the British Police: From Its Earliest Beginnings to the Present Day*. Stroud: The History Press Ltd.
- OWEN SPENCE, D. (2015) *A History of the Royal Navy: The British Empire: Empire and Imperialism*. London: I.B Taurus and Co.
- ROGERS, C. (2016) *Plural Policing: Theory and Practice*. Bristol: Policy Press.
- SAZ-CARRANZA, A. (2012) *Uniting Diverse Organisations: Managing Goal-Oriented Advocacy Networks*. London: Taylor and Francis Ltd.
- SMITH, P. (2013) *Formula Funding of Public Services (Routledge Studies in Business Organizations and Networks)*. Abingdon: Routledge.
- WARD, J. (2017) *Leadership and Change in Public Sector Organizations: Beyond Reform*. Abingdon: Routledge.

Websites

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|------------------|---|
| army.mod.uk | Ministry of Defence
British Army Structure 2020, transformation of the British Army
(General reference) |
| gov.uk | UK Government
Police finance documents – collection
(General reference) |
| nhs.uk | National Health Service
The History of the NHS in England
(General Reference) |
| royalnavy.mod.uk | Royal Navy History
(Research) |
| tuc.org.uk | Trades Union Congress
Outsourcing Public Services
Outsourcing Offender Management
(Report) |

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 10: Government and Politics.

Unit 5: Integrated Emergency Management

Unit code	J/616/7182
Unit level	4
Credit value	15

Introduction

We live in an age of 24-hour news and social media, where emergency incidents and natural disasters are reported with alarming regularity: from natural disasters of floods and earthquakes to hostile terrorist attacks and technological failings. Major emergencies require a response above and beyond that of 'normal' emergencies. Planning, response and resilience are essential.

This unit is designed to develop students' understanding of types of emergency incident and the role of the public services at every stage, from planning and preparedness to response and recovery. It will explore topics such as the requirement for the public services to work together to plan and respond, and how this is achieved, and the process for requesting military assistance with an emergency incident. Students will examine, in detail, the planning process and how plans are tested before considering the response and recovery stage of incidents and agency responsibilities. Student will then be given the opportunity to apply this knowledge through analysis of real-world incident examples.

On successful completion of this unit, students will have examined the role of emergency responders and relevant legislation, explored the importance of planning and preparedness for emergency incidents, investigated how emergency incidents are managed by the public services, and analysed the public service response to real-world emergency incidents.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the role of emergency responders and relevant legislation
2. Explore the importance of planning and preparedness for emergency incidents
3. Investigate how emergency incidents are managed by the public services
4. Review the public service response to real-world emergency incidents.

Essential content

LO1 Examine the role of emergency responders and relevant legislation

Key terms:

Civil Contingencies Act 2004, Category 1 responder, Category 2 responder, resilience, preparedness, response, recovery, interoperability arrangements, Joint Emergency Services Interoperability Programme (JESIP), M/ETHANE, Local Resilience Forums (LRF).

Definition and types of major incident:

Definition: Cabinet Office, Civil Contingencies Act 2004

Types: natural, technological, health, hostile.

Roles of the public services:

Role played by the public services in planning for major emergency situations:

Category 1 responders, e.g. police, ambulance service, fire and rescue services, local authorities, health bodies, Maritime Coastguard Agency, Environment Agency

Category 2 responders, e.g. utility providers, telecommunications, transport providers, Health and Safety Executive, Highways Agency

Supporting organisations, e.g. third sector (military, Red Cross, St John Ambulance, Oxfam, The Salvation Army).

Interagency working:

Interaction between emergency and other services when planning for and dealing with major emergency situations

Levels of command, e.g. strategic, tactical and operational

Knowledge of objectives agreed at planning meetings

Joint training for major emergency situations, Voluntary Sector Civil Protection Forum (VERSUSCPF), Military Aid to the Civil Authority.

Integrated approach:

Anticipation, assessment, prevention, preparation, response, recovery management.

Responsibilities and support:

Common objectives, e.g. saving lives, preventing escalation, protecting the environment, restoring normality (where possible), contributing to the debriefing process.

Agency-specific objectives, e.g. those of local authorities, police, fire and rescue services, ambulance service, other agencies

Voluntary sector: practical support, psycho-social support, equipment, information services.

Legislation and guidance:

Civil Contingencies Act 2004, Part 1: emergency preparedness, establishing a clear set of roles and responsibilities. Part 2: government emergency powers and special legislation

Civil Contingencies Act 2004 (Contingency Planning) Regulations 2005

Emergency planning, preparedness, response and recovery non-statutory guidance.

Military aid to the Civil Authority:

Military aid to other government departments/Military Aid to the Civil Authorities (MACA), Training and Logistic Assistance to the Civil Power (TLACP), Military Aid to the Civil Power (MACP)

MACA request process; A contingency and not a standard response;

Costs, marginal not full, met by agency benefitting most from assistance

LO2 Explore the importance of planning and preparedness for emergency incidents

Emergency planning:

Anticipation; horizon scanning, threats to locality

Safety, risk and threat management

Community Risk Register

Cooperation:

Local Resilience Forum

Addressing cooperation; Internal, with other organisations, through managed arrangements with other organisations

Category 1 Responder Civil Protection Duties; risk assessment, business continuity management (BCM), emergency planning

Emergency plans:

Emergency planning cycle: risk assessment, emergency planning, business continuity planning, warning and informing

Plans for preventing an emergency

Plans for reducing, controlling or mitigating the effects of an emergency

Plans for taking other action in connection with an emergency

Based on risk assessments

Types of plan: specific, general, multi-agency

Stages: developing, exercising and reviewing

Testing effectiveness: exercises to validate, train, test, discussion-based, tabletop, live, combined.

LO3 Investigate how emergency incidents are managed by the public services

Category 1 responder civil protection duties:

Maintaining public awareness and arrangements to warn, inform and advise the public

Provision of advice and assistance to the commercial sector and voluntary organisations (local authorities only).

Category 1 responder duties as per the Civil Contingencies Act 2004 (Contingency Planning) Regulations 2005:

Cooperation, information sharing.

Principles of effective response and recovery:

Anticipation, preparedness, subsidiarity, direction, information, integration, cooperation, continuity

Multi-agency framework.

Multi-agency response:

Command, control, coordination

Single agency: gold, silver, bronze

Multi-agency: strategic, tactical, operational

Strategic Coordinating Group (SCG)

Science and Technical Advice Cell (STAC).

Media:

Dealing with the media.

Recovery:

Rebuilding, restoring and rehabilitating

Categories of recovery: humanitarian (plus health), economic, infrastructure, environmental

Opportunity for regeneration

Subject to scrutiny from community, the media and politician

Cost: financial and resources

Recovery Co-ordinating Group (RCG)

Agencies: local authority (lead), supported by other local partners via the Local Resilience Forum (LRF).

Debriefing and reviewing:

Single-agency and interagency debriefing

Comprehensive record keeping: for formal enquiry or identifying lessons learned

Honest and open debriefs

Continuous evaluation

Recommendations.

LO4 Review the public service response to real-world emergency incidents

Interagency working:

Interaction between emergency and other services in dealing with major emergency situations

Involvement of other non-statutory agencies.

UK-based emergency incidents:

e.g. Grenfell Tower fire, Parsons Green terrorist attack, UK floods, Shoreham air show plane crash.

International emergency incidents:

e.g. Hurricane Irma and Maria 2017, Paris terror attacks (2015, 2017), Bastille Day terrorist attack (2016), Ebola (2014-2015).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the role of emergency responders and relevant legislation		LO1 and LO2 D1 Analyse the responsibilities of the public services to meet the legislative requirements of emergency planning.
P1 Outline the legislation and guidance that stipulates how the public services must deal with emergency incidents. P2 Define the public services who have a statutory responsibility in planning for and responding to emergency incidents.	M1 Report the circumstances and process for military support during an emergency incident.	
LO2 Explore the importance of planning and preparedness for emergency incidents		
P3 Explain the role played by the public services in emergency planning. P4 Identify the main considerations that public services must address when planning for emergency situations.	M2 Assess the importance of emergency planning for major emergency situations.	
LO3 Investigate how emergency incidents are managed by the public services		LO3 and LO4 D2 Evaluate a particular real-world emergency incident, making reference to the type of incident, actions taken, collaborative agency working involved, and lessons learned.
P5 Explain the principles of effective emergency incident response. P6 Describe the recovery stage following an emergency incident.	M3 Demonstrate the need for debriefs and reviewing to inform future planning and responding.	
LO4 Review the public service response to real-world emergency incidents.		
P7 Identify a range of examples of emergency incident, both UK-based and international.	M4 Investigate the role of the public services in a particular real-world emergency incident.	

Recommended resources

Textbooks

ALEXANDER, D. (2002) *Principles of Emergency Planning and Management*. Oxford: Oxford University Press.

COPPOLA, D.P. (2015) *Introduction to International Disaster Management*. 3rd edn. Oxford: Butterworth Heinemann.

DILLON, B. (2014) *Blackstone's Emergency Planning, Crisis, and Disaster Management*. Oxford: Oxford University Press.

HUNT, P. and GREAVES, I. (2017) *Oxford Manual of Major Incident Management*. Oxford: Oxford University Press.

Websites

app.college.police.uk	College of Policing Civil emergencies Civil contingencies (General reference)
gov.uk	UK Government Local Resilience Forum (General reference)
gov.uk	UK Government Emergency response and recovery (General reference)
gov.uk	UK Government Voluntary Sector Civil Protection Forum (VSCPF) (General reference)
jesip.org.uk	Joint Emergency Services Interoperability Programme (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 20: Event Management and Safety

Unit 31: International Institutions and Global Affairs.

Unit 6: Terrorism and Counter-terrorism

Unit code	L/616/7183
Unit level	4
Credit value	15

Important Centre Information

As a centre, if you plan to deliver this unit, please involve your centre Designated Safeguarding lead during the planning phase and throughout the teaching of this unit.

Delivery of the unit should be based around both a historical context and an awareness of current issues. It is very important that the learners are guided through the research of the unit, and advice and guidance is provided on safeguarding when researching some of the unit content.

Under no circumstances, should students undertake an open search of the internet in relation to this unit. Students should be directed to access sites approved by the Government or sites known to have academic rigour. It should be clearly stated to students that no other sites should be accessed. The Recommended Resources section at the end of this unit provides details of suitable resources, however, this is not an exhaustive list and centres may wish to include additional suitable resources which are known to have academic rigour or are from approved Government sites.

Introduction

Terrorism and counter-terrorism have been a phenomenon for hundreds of years. However, engagement with and study of terrorism and counter-terrorism increased drastically in the wake of major international terrorist attacks in New York 2001, Bali 2002, Madrid 2004, London 2005, Paris 2015, Manchester and London 2017. Now, with the development of the 24-hour news cycle, social media and high-profile attacks, terrorism has become a major part of contemporary society.

This unit will give students a solid foundation and understanding of the roots of terrorism, the methods used, what motivates terrorist organisations and what response both individual nations and the international community take to Counter-terrorism. Students will start by exploring terrorism over time, looking at historical terrorist organisations through to terrorist organisations that operate today. Different terrorist organisations use a wide range of methods to achieve their goals and students will undertake extensive research to determine why these methods are used and if they are successful.

Additionally, terrorist organisations have many wide-ranging ideologies and goals that they wish to achieve. Students will assess which ideologies motivate terrorist organisations. They will also analyse the differences and similarities between the ideologies and methods that are used to counter the ideologies promoted by terrorist organisations. The unit will conclude with an evaluation of both national and international responses to terrorism. This will allow students to understand how nations and international organisations work together to Counter-terrorism and terrorist ideologies. Students will also consider the role of the media and media reporting in countering terrorism and challenging ideologies.

By the end of this unit, students will understand terrorism and the global major threats, methods and actions that are used to counter both terrorist ideology and attacks.

Learning Outcomes

By the end of this unit students will be able to:

1. Identify historical and contemporary terrorist organisations
2. Analyse the terrorist methods used and the motivations of terrorist organisations
3. Assess the ideologies of terrorists and terrorist organisations
4. Review the national and global responses to terrorism.

Essential content

LO1 Identify historical and contemporary terrorist organisations

Historical and contemporary terrorist organisations:

Types of terrorist organisations

Background of terrorist organisations, establishment of terrorist organisations

Terrorist organisations that operate in specific regions

Terrorist organisations that operate globally

Future developments of terrorist organisations, e.g. studied by counter-terrorism organisations, think tanks and through academic study.

LO2 Analyse the terrorist methods used and the motivations of terrorist organisations

Methods used by different organisations to terrorise:

Chemical, biological, radiological and nuclear (CBRN)

Improvised explosive devices (IEDs)

Cyber-terrorism.

Impact and effectiveness of terrorism methods:

Trends in modern and future terrorism methods used by terrorist organisations, e.g. studied by counter-terrorism organisations, think tanks and through academic study.

Tactics and strategies used by different terrorist organisations:

How terrorists and terrorist organisations select their target

Emerging trends in target selection

Use of media and propaganda before and after attacks

Link between tactics and ideology.

LO3 **Assess the ideologies of terrorists and terrorist organisations**

Ideologies that motivate terrorist organisations:

Psychological, economic and cultural factors

Link between ideology of terrorist organisation and tactics used

Future trends in terrorist ideology, e.g. studied by counter-terrorism organisations, think tanks and through academic study.

Process of radicalisation

Adoption of extreme political, social or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice

Cyber terrorism

Vulnerability

Methods of radicalisation

Building, location, organisation, new media/social media outlets, e.g. YouTube, Twitter, Facebook, Instagram

Use of propaganda by terrorists and terrorist organisations:

Transmission of terrorist propaganda through social media, e.g. psychological warfare, weapons tutorials

Interpretation and distorting of facts after terrorist attacks

The role of mainstream media.

LO4 **Review the national and global responses to terrorism**

National and international policies in counter-terrorism:

National and international policies, e.g. CONTEST, PREVENT, British Values

Role and responsibilities of organisations in countering terrorism

Advantages and disadvantages of the approaches to counter-terrorism

How technology is used in counter-terrorism.

Public and media influence in counter-terrorism

Impact of counter-terrorism methods on human rights and civil liberties

Role of the public in effectively countering terrorism

Role of the media and private sector organisations in countering terrorism.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify historical and contemporary terrorist organisations		D1 Analyse differences between terrorist organisations operating in the same continental region.
P1 Identify a range of historical and contemporary terrorist organisations.	M1 Review historical and contemporary differences within a range of terrorist organisations.	
LO2 Analyse the terrorist methods used and the motivations of terrorist organisations		LO2 and LO3 D2 Evaluate the effectiveness of methods, tactics and strategies used by a specific terrorist organisation.
P2 Describe the range of terrorist methods used by terrorist organisations. P3 Explain the tactics and strategies used by a range of terrorist organisations to achieve their goals.	M2 Analyse the effectiveness of methods, tactics and strategies used by terrorist organisations.	
LO3 Assess the ideologies of terrorists and terrorist organisations		
P4 Outline the range of psychological, economic and cultural influences that motivate terrorist organisations.	M3 Assess methods used to counter terrorist ideologies and motivations.	
LO4 Review the national and global responses to terrorism.		
P5 Describe the responses used both nationally and internationally in countering terrorism. P6 Explain the role of the public and media in countering terrorism.	M4 Analyse how national and international responses to terrorism are influenced by the public and the media.	D3 Evaluate the effectiveness of counter-terrorism responses, both nationally and internationally.

Recommended resources

Textbooks

HORGAN, J. (2014) *The Psychology of Terrorism (Political Violence)*. 2nd edn. London: Routledge.

MARTIN, G. (2017) *Understanding Terrorism: Challenges, Perspectives and Issues*. 6th edn. Los Angeles: Sage.

NACOS, B. (2016) *Terrorism and Counter-terrorism*. 5th edn. London: Routledge.

SILKE, A. (2011) *The Psychology of Counter-Terrorism*. London: Routledge.

Websites

brookings.edu	The Brookings Institution How to defeat terrorism: Intelligence, Integration and Development (Report)
ctc.usma.edu	Combating Terrorism Centre (General reference)
cvir.st-andrews.ac.uk	The St Andrews Journal of International Relations Contemporary Voices (General reference)
gov.uk	Security Service – Mi5 Range of resources, including: <ul style="list-style-type: none">• Countering Terrorism: An International Blueprint• Publication of David Anderson QC’s report on the terrorist attacks of March-June 2017• Global Terrorism: Are we meeting the challenge?• Threat Levels• Intelligence, Security and the Law• Terrorism (General reference)

gov.uk	UK Government Protecting Crowded Places from Terrorism (Report)
gov.uk	UK Government Counter-terrorism (Policy)
gov.uk	UK Government National Counter Terrorism Security Office (General reference)
gov.uk	UK Government Terrorism and national emergencies (General reference)
icct.nl	International Centre for Counter Terrorism – The Hague Terrorism Research and Government (Publications)
nato.int	North Atlantic Treaty Organisation Countering terrorism (General reference)
start.umd.edu	START (General reference)
tandfonline.com	Taylor & Francis Online Studies in conflict and terrorism Journal of Terrorism and Political Violence (General reference)
terrorismanalysts.com	Perspectives on Terrorism 50 un- and Under-researched topics in the field of (counter) terrorism studies (General reference)
terrorism-research.org	Terrorism Research Initiative Largest research consortia in the field of terrorism studies (General reference)

uml.edu	Centre for Terrorism and Security Studies (CTSS) (General reference)
un.org	United Nations Office of Counter-terrorism (General reference)

Links

This unit links to the following related units:

Unit 15: Modern Warfare and Conflict

Unit 37: Critical Infrastructure Protection

Unit 46: Aviation and Maritime Protection.

Unit 7: Law and Legal Systems

Unit code	R/616/7184
Unit level	4
Credit value	15

Introduction

In order for a society to function effectively, laws are required to set expectations and a justice system is needed to maintain order. For individuals wanting to pursue a career within the criminal justice sector, an understanding of the system they wish to work within is fundamental.

This unit is designed to develop an understanding of the legal system, with a particular focus on the criminal justice system and the organisations within it. It introduces the different types of law, the criminal courts, the public services and organisations involved in criminal justice and the effectiveness of the process. Students will explore the functions, roles and responsibilities of public services and agencies such as the police, the courts, the probation service and the prison service, who all work together to deliver the criminal justice process. Through case study analysis, students will investigate the workings of the criminal justice process and consider its effectiveness.

On successful completion of this unit, students will be able to describe the main types and principles of law; explain the structure and workings of criminal courts; explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process; and assess the effectiveness of the criminal justice process in reducing reoffending.

Learning Outcomes

By the end of this unit students will be able to:

1. Describe the main types and principles of law
2. Explain the structure and workings of criminal courts
3. Explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process
4. Assess the effectiveness of the criminal justice process in reducing reoffending.

Essential content

LO1 Describe the main types and principles of law

Types of law:

Civil, criminal, common, statute.

Principles of law:

E.g. judicial precedent, binding court hierarchy, avoiding precedent, mens rea, actus reus, burden of proof, standard of proof.

LO2 Explain the structure and workings of criminal courts

Magistrates Court:

Summary offences, triable either way offences, indictable offences, magistrates, lay person, legal advisor, sentencing.

Crown Court:

Indictable offences, triable either way offences, seriousness of offences (Class 1, 2 and 3), Judge, judicial independence and immunity, jury, sentencing.

Courts of Appeal:

Appeal court hierarchy, right to appeal, leave to appeal, appeals process.

LO3 Explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process

Public services:

E.g. police, Her Majesty's Courts and Tribunals Service (HMCTS), Crown Prosecution Service (CPS), National Probation Service (NPS), Her Majesty's Prison Service (HMPS), other prosecuting agencies.

Other related organisations:

E.g. Legal Aid Agency, victim and witness support, Community Rehabilitation Companies (CRC).

Multi agency working:

E.g. Multi-Agency Public Protection Arrangements (MAPPA), Integrated Offender Management (IMO).

LO4 Assess the effectiveness of the criminal justice process in reducing reoffending

Measures of performance:

Key performance indicators, effective trials, reoffending rates, public perception and confidence, crime rates, detection rates, British Crime Survey.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the main types and principles of law		LO1 and LO2 D1 Demonstrate how the criminal justice system works by critically analysing how a particular criminal offence would be dealt with.
P1 Describe the types of law in the English Legal System. P2 Explain the main principles relating to criminal law.	M1 Evaluate the type and principles of law that apply to a particular offence.	
LO2 Explain the structure and workings of criminal courts		
P3 Explain the structure of the Magistrates and Crown Courts. P4 Explain the route for appeal in the criminal court structure.	M2 Analyse the structures of the Magistrates and Crown Courts for criminal proceedings.	
LO3 Explore the functions, roles and responsibilities of the public services and related organisations involved in delivering the criminal justice process		LO3 and LO4 D2 Evaluate the effectiveness of the public services and related organisations within the criminal justice system at reducing reoffending, using a specific case example.
P5 Describe the role and responsibilities of a range of public services and related organisations involved in the criminal justice process.	M3 Explore how organisations involved in the criminal justice process work together, giving specific examples.	
LO4 Assess the effectiveness of the criminal justice process in reducing reoffending.		
P6 Outline the different ways effectiveness of the criminal justice process can be measured. P7 Explain how performance data can help to measure the effectiveness of the criminal justice process.	M4 Explore the different ways of measuring the effectiveness of the criminal justice process.	

Recommended resources

Textbooks

DAVIES, M., CROALL, H. and TYRER, J. (2015) *Criminal Justice*. 5th edn. Essex: Pearson Education Ltd.

ELLIOTT, C. and QUINN, F. (2016) *English Legal System*. 17th edn. Essex: Pearson Education Ltd.

Websites

nao.org.uk	National Audit Office Law and justice system (General research) Efficiency in the Criminal Justice System (Report)
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Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 8: Crime Reduction and Community Safety

Unit 14: Crime and Substance Misuse

Unit 23: Third Sector and Public Services

Unit 33: Justice, Punishment and Rehabilitation

Unit 34: Theories of Crime.

Unit 8: Crime Reduction and Community Safety

Unit code	Y/616/7185
Unit level	4
Credit value	15

Introduction

Crime reduction and community safety initiatives enable communities to work in partnership with the Police, voluntary and private sectors and statutory agencies to ensure the safety of the community. Initiatives developed aim to support communities in the development of solutions that help tackle crime, fear of crime and anti-social behaviour and also help gain the cooperation of the public in preventing crime and enhancing local community safety.

The aim of this unit is for students to develop an understanding of crime reduction and how the public services work to increase community safety. They will explore the effect that crime has in our communities, on individuals and within wider society.

Students will develop an understanding of how the different methods of recording crime will be developed. They will investigate the work of the public services and the statutory obligations they have to implement strategies to address crime. Through this unit, they will develop an understanding of the multi-agency approach to community safety and public service roles and responsibilities. Students will then apply this developed knowledge to analyse the effectiveness of crime reduction strategies on a national and local level.

On successful completion of this unit, students will explain how crime is recorded; investigate the impact of crime on victims and communities; explore the role of the public services involved in community safety and crime reduction and the legislation that governs their responsibilities; and evaluate the effectiveness of crime reduction strategies.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain how crime is recorded
2. Investigate the impact of crime on victims and communities
3. Explore the role of the public services involved in community safety and crime reduction
4. Review the effectiveness of crime reduction strategies.

Essential content

LO1 Explain how crime is recorded

Crime and disorder:

What is crime?

What is anti-social behaviour?

Police reporting and recording:

Incidents, crimes

Categorisation and classification of crimes

Crime outcomes, crime detection.

The Crime Survey for England and Wales:

Purpose, trends, comparison with recorded crime statistics.

Strengths and weaknesses:

Over- and under-reporting of crime, changes to crime classifications, police data versus crime survey, reporting of crime outcomes.

LO2 Investigate the impact of crime on victims and communities

Impact on victims:

Emotional, physical, financial, psychological, short- and long-term, vulnerable populations.

Impact on communities:

Public perception, media reporting, fear of crime, community mobilisation, value of property, reputation of areas.

LO3 Explore the role of the public services involved in community safety and crime reduction

Legislation:

Crime and Disorder Act 1998

Anti-social Behaviour, Crime and Policing Act 2014

Police Reform and Social Responsibility Act 2011.

Organisations:

E.g. police, fire and rescue service, local authority, housing associations, NHS, probation, youth offending teams, community rehabilitation companies, voluntary and community groups.

Partnership working:

E.g. Community Safety Partnerships, Police and Crime Commissioners.

LO4 Review the effectiveness of crime reduction strategies

Evidence-based strategies:

Using crime statistics, National Intelligence Model (NIM).

Drivers of crime:

Opportunity, character, effectiveness of Criminal Justice System (CJS) as a deterrent, profit, drugs, alcohol.

Local and national crime reduction strategies:

E.g. SmartWater, Immobilise: The UK National Property Register, advertising campaign on rape, the PREVENT agenda.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain how crime is recorded		D1 Analyse the strengths and weaknesses of using police-recorded crime and the Crime Survey for England and Wales as accurate measures of crime rates.
P1 Describe how crime is recorded by the police. P2 Explain how the Crime Survey for England and Wales offers an alternative method of measuring crime.	M1 Investigate police-recorded crime and the Crime Survey for England and Wales as measures of crime.	
LO2 Investigate the impact of crime on victims and communities		LO2, LO3 and LO4 D2 Evaluate the impact of a particular multi-agency initiative and assess its effectiveness in reducing crime and increasing community safety.
P3 Describe the impact of crime and disorder on victims. P4 Explain the impact of crime and disorder on communities.	M2 Analyse the short and long-term effects of crime and disorder on victims and communities.	
LO3 Explore the role of the public services involved in community safety and crime reduction		
P5 Outline the main legislation that sets out organisations' responsibilities in crime reduction. P6 Explain the role and responsibilities of a range of public services and related agencies in addressing crime and disorder.	M3 Explore the advantages and disadvantages of a multi-agency approach to crime reduction.	
LO4 Review the effectiveness of crime reduction strategies.		
P7 Outline the factors that underpin crime reduction strategies. P8 Describe a range of local and national strategies used to tackle crime and disorder.	M4 Analyse how one local and one national strategy work to reduce crime and disorder.	

Recommended resources

Textbooks

BULLOCK, K. and TILLEY, N. (2012) *Crime Reduction and Problem Oriented Policing*. London: Routledge.

Websites

ict.police.uk	Police ICT National Standards (General Reference)
whatworks.college.police.uk	What Works Centre for Crime Reduction What works in policing to reduce crime (General reference)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 14: Crime and Substance Misuse

Unit 23: Third Sector and Public Services

Unit 33: Justice, Punishment and Rehabilitation

Unit 34: Theories of Crime

Unit 49: Applied Forensic Psychology

Unit 50: Offender Management.

Unit 9: Project Management

Unit code	H/616/7187
Unit level	4
Credit value	15

Introduction

Local government transformation programmes, or a project within a particular public service, can be complicated, large in scale and require careful management. As the public sector advances, there is now an understanding that more project leaders are required to help the government accomplish its aims across the range of public sector organisations. Projects and roles can be varied dependent on time and depth of the project, with roles including coordinators, analysts, support officers and senior leaders.

This unit is intended to support students in determining the purpose, effort, resources and skills required to make a project successful. Students will gain a theoretical understanding of project management and develop the skills to manage projects effectively. Research and investigation will give students the knowledge of the types of project management used in the public sector. They will have the opportunity to critically analyse and evaluate the skills, attributes and processes for project management in a public service setting.

By the end of this unit, students will have developed the skills to work as a team member or leader on a project management initiative in a public service context. They will have an improved understanding of effective leadership, teamwork, conflict resolution and accountability, together with an underpinning knowledge of how projects work, stakeholder engagement and research.

Learning Outcomes

By the end of this unit students will be able to:

1. Review the attributes for successful project management
2. Determine the threats and opportunities for effective project management
3. Create a project management plan in order to improve a chosen public service theme
4. Describe a best practice approach to project management.

Essential content

LO1 Review the attributes for successful project management

Leadership styles:

Autocratic, democratic, laissez-faire, people-orientated, task-orientated.

Management skills:

Discipline strategies: Panopticon theory, Milgram 1965 study, corrective and progressive discipline, rules and regulations, four stages of discipline (verbal, written warning, suspension, termination), rewards and recognition, use of policies and procedures.

Teamwork:

Types of teams, e.g. formal, informal, temporary, permanent, project

Roles, e.g. Belbin team roles, Honey's five team roles, Myers Briggs

Understanding the different types of teams in the public services

Selecting appropriate individuals for the correct role.

Communication skills:

Effective communication techniques

Methods of communicating, e.g. written, verbal, video

Managing conflict/conflict resolution: human relations view, interactionist view, traditional view

Methods, e.g. avoid, engage, accommodate

Ability to empower others, e.g. build self-esteem, share responsibilities, awareness of procedures.

Accountability:

Governance of the project

Matrix working across an organisation

Managing resources

Assigning responsibilities, e.g. qualities, skills and qualifications

Involving stakeholders.

Project management tools:

e.g. Dashboards, Gantt Chart, project scheduling, project reporting, project and task tracking

Project management life cycle:

e.g. initiate, plan, execute, monitor, control, close

Methodology:

e.g. Waterfall, Agile, Hybrid, Critical Path, Critical Chain, Six Sigma, Scrum

LO2 Determine the threats and opportunities for effective project management

Research:

Reliability and validity, qualitative and quantitative, fieldwork, probability and non-probability sampling, secondary or empirical research.

Data collection methods:

E.g. questionnaire, interviews samples, observations, logs, software, numerical/statistical coding.

Valid and reliable data collection tools

Stakeholder engagement

Public service collaboration:

Challenges, complexities, limitations.

Managing internal and external customers:

Principles and methods of short- to medium-term planning, designing plans, Programme Evaluation Review Technique (PERT), critical path analysis, workflow.

Prioritising workloads:

Tools and techniques.

Identification and use of resources:

Technical and human

Talent management.

Time management:

Flexibility and constraints.

Budgets for projects:

Bidders and contractors.

Stakeholder attitudes:

Importance of attitudes between internal and external customers, attitude formation and attitude change.

Conflict:

How to diffuse anger, the importance of responding to criticism positively and how to do so.

Liaison with external teams or individual:

Methods and regularity of communication, team meetings, pros and cons of using technology to communicate.

Governance:

Policies, regulations, processes, procedures, responsibilities.

LO3 Create a project management plan in order to improve a chosen public service theme

Project identification:

Theme

Sponsor

Team

Scope

Deliverables

Timescales

Methods to be followed.

Project management:

Need of project: aims/objectives

Initiation and planning phase

Scoping a project: defining objectives, scope, purpose and deliverables to be produced

Steps and documentation required in the initiation phase

Developing the project plan, e.g. planning for timescales and time management, cost, quality, change, risk and issues.

Effective planning:

Tools, e.g. bar charts, Gantt charts.

Resources:

Physical and human.

Analysis and interpretation of data

Communicating outcomes:

Methods, e.g. written, verbal

Medium, e.g. report, presentation, video

Audience.

LO4 Describe a best practice approach to project management

Best practice:

Initiate, plan, execute, monitor, control, close.

Project impact evaluation:

Achievement of, e.g. expected financial and non-financial impact, investment and strategic decision, monitoring, change/social change

Impact on society, the environment, economy.

Ethics and ethical behaviour:

Fairness, honesty, openness, integrity.

Unethical behaviour:

Damaging relationships with clients, employees, suppliers, community.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the attributes for successful project management		LO1 and LO2 D1 Evaluate the need for accountability and governance within project management.
P1 Define the project management life cycle and the key elements required to support a successful project. P2 Describe the need for consistent communication and teamwork in project management.	M1 Assess the skills required to lead and work in a project management team.	
LO2 Determine the threats and opportunities for effective project management		
P3 Identify challenges associated with project management.	M2 Investigate the use of governance in project management.	
LO3 Create a project management plan in order to improve a chosen public service theme		LO3 and LO4 D2 Evaluate the project management plan and project impact.
P4 Outline the requirements for a planned public service project. P5 Identify potential opportunities and threats within a planned project.	M3 Produce an in-depth project management plan that examines both physical and human resources.	
LO4 Describe a best practice approach to project management.		
P6 Describe a best practice approach for public service project management.	M4 Assess the value of the project management process in achieving project objectives.	

Recommended resources

Textbooks

KASSEL, D. (2016) *Managing Public Sector Projects: A Strategic Framework for Success in an Era of Downsized Government*. 2nd edn. London: Routledge.

WIRICK, D. (2009) *Public-Sector Project Management: Meeting the Challenges and Achieving Results*. New Jersey: John Wiley and Sons.

Websites

apm.org.uk	Association for Project Management (General reference)
gov.uk	UK Government 2010 to 2015 government policy: major project management (Report)
publicservices.ac.uk	Public Services Programme Research projects (General reference)

Links

This unit links to the following related units:

Unit 11: Community Engagement

Unit 13: Personal and Professional Development.

Unit 10: Government and Politics

Unit code	K/616/7188
Unit level	4
Credit value	15

Introduction

All roles within the public sector are affected by decisions of government. It is, therefore, vital that employees and those wishing to work within this sector have a working knowledge of the structure and process of government in order to be effective.

The aim of this unit is to provide students with knowledge and understanding of how the government operates, and the impact of politics on the public sector. They will develop an appreciation of the political system in place, including the political spectrum, and relate this to current party philosophy in order to better understand the similarities and differences within political parties.

Students will explore the various levels of government, how decisions are made, and the impact of these on the public sector. Students will focus on the decision-making process and the role of the public sector in supporting government. Students will be able to draw on these skills in the workplace and focus on sectors, such as, civil protection, crime and criminal justice, public service management and blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role and responsibilities of the different levels of government
2. Explore the main political parties in relation to the political spectrum
3. Examine how elections are carried out within the different levels of government
4. Assess how government policy impacts the public sector.

Essential content

LO1 Explain the role and responsibilities of the different levels of government

Introduction to government and politics:

The constitution: codified or non-codified?

Parliament, government and the monarchy

The roles of other institutions in the governing process, e.g. the two-chamber system and the key roles within government

The selection and function of key roles in parliament.

Levels of government:

Local authorities

Regional governments, e.g. combined authorities and regional mayors, devolved parliaments, central government and international authorities.

Responsibilities:

Bye-laws, directives and resolutions

Budgetary powers

Conflict between levels.

LO2 Explore the main political parties in relation to the political spectrum

Different political ideologies:

Detail on the main ideologies (Liberalism, Socialism, Conservatism and Fascism)

Examples from history of various governments from a range of ideologies, demonstrating strengths and weaknesses

Classification of ideological position within the political spectrum.

Political parties:

The main parties in parliament with detail descriptions

Historic placements of parties on the political spectrum compared to modern politics

Recent manifestos: do they support the traditional party themes in relation to the political spectrum?

LO3 Examine how elections are carried out within the different levels of government

Election process:

Election timeframe at each level

The voting process for the different levels and the systems in place

Systems, e.g. first-past-the-post, single transferable vote and alternative vote

Voting system strengths and weaknesses

Proportional representation.

LO4 Assess how government policy impacts the public sector

Policy areas:

Budgetary decisions

Environmental controls

Human rights (e.g. derogations)

Regional development

Immigration

Anti-social behaviour and crime

Relationships with the international community and foreign affairs.

Impact on public sector:

Financial reductions or increases

Impact of austerity measures

Employment law changes

Declarations of war and the use of the reserve forces

Implementation of new criminal laws

Meeting government performance targets.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role and responsibilities of the different levels of government		LO1 and LO2 D1 Analyse the structure, roles and responsibilities of the different levels of government, with reference to political ideologies.
P1 Describe the structure of the governing constitution. P2 Explain the role and responsibilities of the different levels of government.	M1 Compare the structure, roles and responsibilities of the different levels of government.	
LO2 Explore the main political parties in relation to the political spectrum		
P3 Identify political party views in relation to political ideologies.	M2 Analyse current political parties in relation to ideology and political party traditional views.	
LO3 Examine how elections are carried out within the different levels of government		LO3 and LO4 D2 Evaluate the election process used at the different levels of government, with detailed strengths and weaknesses.
P4 Describe the election process used at the different levels of government.	M3 Examine the election process used at the different levels of government, citing strengths and weakness of the systems.	
LO4 Assess how government policy impacts the public sector.		D3 Evaluate the impact of policies from local, regional and national government on the public sector in relation to the policy objective.
P5 Identify the objectives of recent local, regional and national policy objectives.	M4 Analyse how policy objectives are met through recently implemented policy.	
P6 Explain, with examples, the impact of policies from local, regional and national government on the public sector.		

Recommended resources

Textbooks

HEYWOOD, A. (2017) *Political Ideologies: An Introduction*. 6th edn. London: Palgrave.

KNIGHT, J. (2005) *British Politics for Dummies*. New Jersey: John Wiley and Sons.

LEACH, R. (2015) *Political Ideology in Britain (Contemporary Political Studies)*. 3rd edn. London: Palgrave.

McNAUGHTON, N. (2017) *UK Government and Politics Annual Update 2017*. Banbury: Hodder Educational Press.

RICHARDSON, J. (2011) *From Recession to Renewal: The Impact of the Financial Crisis on Public Services and Local Government*. Bristol: The Policy Press.

Websites

conservatives.com	The Conservative Party (General reference)
electoral-reform.org.uk	Electoral Reform Society Voting systems (General reference)
labour.org.uk	The Labour Party (General reference)
libdems.org.uk	Liberal Democrats (General reference)
rightsinfo.org	Rights Info Human rights, news, views and information (General reference)
ukip.org	UK Independence Party (General reference)

Links

This unit links to the following related units:

Unit 4: Public Services in Contemporary Society

Unit 29: Research Project

Unit 31: International Institutions and Global Affairs.

Unit 11: Community Engagement

Unit code	M/616/7189
Unit level	4
Credit value	15

Introduction

Community engagement is a key focus for public service organisations. Successful community engagement enables a deep understanding of the needs and aspirations of the communities which are served, allows communities to be involved in key decisions relating to services being provided to the community, and develops strong communication channels. The use of engagement is increasing across the many different services, with potential officers and senior managers required to help engage communities and promote a service and their aims and objectives.

In this unit, students will gain a thorough understanding of community engagement, including the planning and delivery stage. They will enhance their research skills and be able to use theoretical knowledge, applying this in a practical setting. Students will have the opportunity to determine the varying needs of the different types of community and to explore the projects used by a range of public service organisations. This will help students to establish their own investigations with their own local communities to understand local expectations from the public sector. An improved knowledge of the different stakeholders' expectations and outcomes will be gained which will help students to achieve a higher order of understanding, enabling them to plan their own community engagement activity.

By the end of this unit, students will have learned to be effective in their research and planning so that they are able to engage in a community practically and review the engagement of the community itself. Students will have developed skills in teamwork, communication, organisation and self-reflection.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the needs of different communities and their expectations from the public sector
2. Explain the different stakeholders involved in public sector community engagement activities
3. Plan a community engagement activity
4. Review a planned community engagement activity.

Essential content

LO1 Investigate the needs of different communities and their expectations from the public sector

Community engagement:

Inclusion, support, planning, working together, methods, communication, impact.

Community expectations:

Customer-centric approach, improving customer experience and outcomes, joint working, sharing good practice.

Social responsibility:

Social, economic, political, community engagement strategies, stakeholder involvement, partner agencies.

New and emerging communities:

Neighbourhood profiles, community mapping, data sources.

Promotion of community cohesion by public services organisations:

Culture, religion or belief, ethnicities, social background, globalisation, diversity.

Adopting private sector good practice:

Service design, service delivery.

LO2 Explain the different stakeholders involved in public sector community engagement activities

Stakeholders:

Primary stakeholder, secondary stakeholder, key stakeholders

Reasons for multiple stakeholders, analysis of appropriate stakeholders.

Community:

E.g. residents, community users, developers, government agencies, private businesses, services.

Scope and purpose of stakeholders in community engagement:

E.g. one-off or repeated over time, formal/informal, focused on a specific issue or incident

Collaborating to use the expertise of external stakeholders.

Vision and values of engagement:

E.g. democratic, increasing participation, commitment.

Legislation supporting community engagement:

E.g. Localism Act 2011, Cities and Local Government Devolution Act 2016.

LO3 Plan a community engagement activity

Plan for a community engagement activity:

Aims/objectives, timing, location, budget, identification and allocation of roles and responsibilities

Methods of planning: steps and documentation, timescale, scope, effectiveness, requirements

Benefits/expected outcomes for the community

Skills audit:

E.g. teamwork, leadership, communication, individual capabilities.

LO4 Review a planned community engagement activity

Review community engagement activity:

E.g. SWOT/PESTEL analysis, participant survey/questionnaire, gap analysis

Findings:

E.g. impact of community engagement plan

Evaluation:

E.g. level of success, best practice, improvement, change.

Reflection:

E.g. reflection in action and reflection on action, inform future behaviour, sustainable performance

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
L01 Investigate the needs of different communities and their expectations from the public sector			D1 Evaluate community cohesion as a result of public sector community engagement.
P1 Identify community engagement initiatives which are supported by the public sector.	M1 Analyse public sector social responsibility within the community.		
L02 Explain the stakeholders involved in public sector community engagement activities			D2 Evaluate how a given community benefits from the involvement of stakeholders.
P2 Identify public sector stakeholders involved in community engagement.	M2 Assess stakeholder involvement during a project for a given community.		
P3 Explain contrasting public sector stakeholders' involvement in a given community.			
L03 Plan a community engagement activity			L03 and L04 D3 Evaluate the planning, execution and outcomes of the community engagement activity.
P4 Plan a community engagement activity.	M3 Analyse the benefits/expected outcomes of the community engagement activity.		
P5 Carry out the planned community engagement activity.			
L04 Review a planned community engagement activity			
P6 Review the community engagement activity carried out.	M4 Assess the outcomes of the community engagement activity.		

Recommended resources

Textbooks

NORTON, P. and HUGHES, M. (2017) *Public Consultation and Community Involvement in Planning – A Twenty-First Century Guide*. 1st edn. London: Routledge.

Journals

BARNES, I. and EAGLE, T. (2007) *The Role of Community Engagement in Neighbourhood Policing*. Oxford: Oxford Academic. Policing. 1 (2), 161-172.

MYHILL, A. (2003) *The Future Role of Police Authorities in Community Engagement: Learning from Three Demonstration Projects*. London: Home Office.

Websites

app.college.police.uk	College of Policing Engaging with communities (General reference)
army.mod.uk	The British Army Community engagement (General reference)
cipd.co.uk	Chartered Institute of Personnel and Development Professional body for HR and people development Corporate Responsibility: an introduction (General Reference)
communityplanningtoolkit.org	Community Engagement Planning Toolkit Community engagement (General reference)
gov.uk	UK Government Department for Communities and Local Government (General reference)

worldbank.org

World Bank

Public sector roles in strengthening corporate social responsibility: a baseline study

(Report)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 3: Equality, Diversity and Fair Treatment

Unit 4: Public Services in Contemporary Society

Unit 8: Crime Reduction and Community Safety

Unit 13: Personal and Professional Development

Unit 36: Understanding and Leading Change.

Unit 12: Responding to Emergencies

Unit code	H/616/7190
Unit level	4
Credit value	15

Introduction

For over 80 years, we have been able to dial 999 to contact the emergency services and ask for assistance. In this age of technology at our fingertips, it is easy to take for granted hailing a response from the emergency services as and when we should need it. The police, ambulance and fire and rescue services are the bedrock of public and community safety, yet the technicalities of providing this swift response is little understood.

This unit has been designed to develop students' understanding of the work of the control room and call handlers, and of the role and actions of the blue light services when responding to emergencies. It will initially explore incident categories and grading, types of response available and the workings of the control room before moving on to consider the actual role of the blue light services in responding to emergencies and their actions upon arrival. Students will be given the opportunity to examine exemptions for emergency response drivers before considering whether these are justified.

On successful completion of the unit, students will have examined how reports of emergencies are handled; explored the role of blue light public services in responding to emergencies; investigated the actions and priorities of services arriving at an emergency; and assessed legislation and standards that relate to driving in response to an emergency.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine how reports of emergencies are handled
2. Explore the role of blue light public services in responding to emergencies
3. Investigate actions and priorities of services arriving at an emergency
4. Assess legislation and standards related to driving in response to an emergency.

Essential content

LO1 Examine how reports of emergencies are handled

Key terms:

Call handling, control room, incident, recording, deploy, incident category, Operator Assistance Centre (OAC).

Incident categories:

Police:

Emergency contact, e.g. danger to life, use, or immediate threat of use, of violence, serious injury to a person, serious damage to property, immediate response

Non-emergency contact, e.g. priority, scheduled, resolution without deployment

Associated response times.

Fire:

Fire: primary, secondary, chimney.

Special Service:

Advice only

Animal assistance incidents

Assist other agencies

Effect entry/exit

Evacuation (no fire)

Flooding

Hazardous materials incident

Lift release

Making safe (not RTC)

Medical incident

Medical incident – co-responder

No action (not false alarm)

Other rescue/release of persons

Other transport incident

Removal of objects from people

Rescue from water

Road traffic collision (RTC)

Spills and leaks (not RTC)

Standby

Suicide/attempts

Water provision

False alarm: malicious, good intent, due to apparatus

Associated response times

Ambulance, e.g. Red 1, Red 2, Green 1, Green 2, Green 3, Green 4, associated response times.

Types of response:

Police, e.g. response car, traffic car, armed police unit, dog unit, police van, marine unit

Fire, e.g. rescue ladder, Incident Response Unit (IRU)/Mass Decon Unit (MDU), Target Response Vehicle (TRV), aerial ladder platform, high-volume pump, hydraulic platform, rescue tender, fast-response car, motorcycle

Ambulance, e.g. ambulance, rapid response (car, motorbike, bicycle), air ambulance, Community First Responder (CFR).

Systems:

E.g. mapping, mobilising/dispatch, reporting, airwave, radio, SMS text relay service.

Control centre:

Operator qualities, e.g. calm, reassuring, understanding, tactful, emphatic, follows processes, asks questions, effective communicator, public-focused.

Working hours:

Shift system, 24-hour cover, pay, terms and conditions

National Occupational Standards

Police decision making, e.g. THRIVE model (threat, harm, risk, investigation opportunities, vulnerability of victim, engagement level required), National Decision Model (NDM).

LO2 Explore the role of blue light public services in responding to emergencies

Service-specific roles:

Police, e.g. protect the public, prevent crime, apprehend offenders, secure the scene/preserve evidence, investigate crimes, attend and investigate road traffic collisions

Fire, e.g. dealing with accidents, fighting fires, fire investigation units, rescues, road traffic collisions, firefighting and rescue equipment, search and rescue

Ambulance, e.g. urgent and emergency care (cardiac arrest, heart attack, stroke, spinal injury and major trauma).

Legislation and regulations:

Police, e.g. Police Reform and Social Responsibility Act 2011, Police Act 1996, Code of Ethics, National Decision Model, Policing and Crime Act 2017, Crime and Disorder Act 1998, Emergency Workers (Obstruction) Act 2006

Fire, e.g. Fire and Rescue Services Act 2004, Regulatory Reform (Fire Safety) Order 2005, Fire and Rescue National Framework, Crime and Disorder Act 1998, Community Risk Register

General, e.g. Civil Contingencies Act 2004, Health and Safety at Work Act 1974, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), Control of Substances Hazardous to Health 2002 (COSHH), Hazard Analysis Critical Control Points (HACCP)

Impact of legislation and regulations.

LO3 Investigate actions and priorities of services arriving at an emergency

Initial actions:

Information update (casualties, hazards, access, location, emergency services required, type of incidents (METHANE/ETHANE)), assessment of risk (dynamic risk assessment).

Priorities:

Service-specific, e.g. preserve life, public safety, crew/responder safety, scene protection, crowd control.

Support:

Other agencies that can offer assistance in the event of an emergency incident, statutory and non-statutory, e.g. other public services, specialist support, third sector, e.g. Red Cross, Age UK, St John Ambulance.

LO4 Assess legislation and standards related to driving in response to an emergency

Exemptions:

Emergency vehicles: exempt from observing speed limits, observing keep left/right signs, complying with traffic lights (plus pedestrian controlled crossings), stopping on clearways, parking exemptions

Justification: National Decision Model (NDM, Police), position of privilege not to be abused, driver accountability

Examine real-world case studies of unlawful emergency-response driving or accidents involving emergency response vehicles

Non-exemptions: actions for which there is no legal exemption for the driver of an emergency vehicle when responding to or from an emergency.

Use of emergency warning equipment:

Equipment, e.g. sirens, blue lights, flashing headlamps

Considerations: unsocial hours, sensitive environment or neighbourhood, use on dual carriageway, silent approach, public perception and reaction to emergency response vehicles, e.g. other road users' behaviour.

Legislation:

Road Traffic Act 1988

The Road Traffic Regulation Act 1984

The Traffic Signs Regulations and General Directions 2016.

Training:

Police, e.g. Roads Policing and Police Driving Learning Programme, national learning standards for police driving, standard response course, advanced response course, police pursuit training

Fire, e.g. emergency response driver, national standards for emergency response driver.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine how reports of emergencies are handled			D1 Analyse the usefulness of the different incident grading systems.
P1 Identify the different emergency service incident grading systems. P2 Describe the types of response that can be dispatched by the blue light services to emergencies.	M1 Assess the factors that contribute to effective call handling.		
LO2 Explore the role of blue light public services in responding to emergencies			LO2 and LO3 D2 Evaluate the advantages and disadvantages of blue light services having service-specific roles and actions when responding to emergencies.
P3 Explain the role of the blue light services when responding to emergencies, making reference to relevant legislation.	M2 Analyse the impact of legislation and regulations on the responding actions of the emergency services.		
LO3 Investigate actions and priorities of services arriving at an emergency			
P4 Define the service-specific actions and priorities of the blue light services upon arrival at the scene of an emergency.	M3 Investigate how blue light services and other organisations can work together to respond to an emergency, giving real-world examples.		
LO4 Assess legislation and standards related to driving in response to an emergency.			D3 Justify the driving exemptions emergency response drivers have, making reference to examples of unlawful emergency response driving or accidents involving emergency response vehicles.
P5 Outline the exemptions that apply to blue light services when responding to an emergency. P6 Explain the emergency warning equipment on response vehicles and the considerations drivers must apply to their use.	M4 Assess the legislation and training that exempts response drivers from certain driving restrictions.		

Recommended resources

Textbooks

HUTTON, G., MCKINNON, G. and CONNOR, P. (2017) *Blackstone's Police Manual Volume 4: General Police Duties*. Oxford: Oxford University Press.

LAVENDER, B. (2015) *How to Become an Emergency Response Driver*. Kent: How2become Ltd.

Websites

app.college.police.uk	College of Policing Road policing Police driving (General reference)
gov.uk	UK Government Fire statistics (General reference)
library.college.police.uk	College of Policing ACPO National Call Handling Standards (Report)

Links

This unit links to the following related units:

Unit 19: Personnel Protection in the Civil Protection Agencies

Unit 20: Event Management and Safety

Unit 38: Blue Light Collaboration.

Unit 13: Personal and Professional Development

Unit code	M/616/7192
Unit level	4
Credit value	15

Introduction

Personal and professional skills and qualities ensure success within a public services working environment, resulting in confident and effective employees who use their initiative to ensure not only their own success, but that of the organisation they work in.

This unit will enable students to explore and develop a range of skills and qualities that will be used both personally and professionally. Students will focus on approaches to improve their performance as self-directed students. The topics covered in the unit will allow them to improve their own learning, be involved in teamwork and, through the use of case studies, role play and real-life activities, develop problem-solving strategies.

On successful completion of this unit, students will be able to identify development opportunities and enhance self-management skills.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore how self-managed learning can enhance lifelong development
2. Identify opportunities to take responsibility for own personal and professional development
3. Design and review own personal and professional development plan
4. Review acquired and applied interpersonal and transferable skills.

Essential content

LO1 Explore how self-managed learning can enhance lifelong development

Self-managed learning:

Self-initiation of learning process: self-assessment, e.g. SMART target setting

To consider aims and requirements of preferred employment destination, personal orientation achievement goals, dates for achievement and self-reflection utilising Gibbs reflective cycle (1988).

Learning styles:

Personal preference and self-assessment (tools online)

Honey and Mumford (1986)

Learning styles, e.g. activist, pragmatist, theorist and reflector

Application of Kolb's learning cycle (1984) to problem-solving and teamwork activities.

Approaches to effective learning:

Learning through research

Peer and professional learning

Public service personnel/mentoring/coaching, seminars, conferences, interviews

Use of internet, social networks, use of bulletin boards, news groups.

Skills of personal assessment

Planning

Organisation and evaluation.

Lifelong learning:

Self-directed learning: research papers, online resources, books

Continual professional development

Linking higher education to further education

Recognition of prior learning, apprenticeships, credit accumulation and transfer schemes

Learning in preparation for desired career in public services and establishment of benefits.

Assessment of learning:

Improved ability range with personal learning

Evidence of improved levels of skills for desired career in public service

Developing with feedback from others

Learning achievements and disappointments.

LO2 Identify opportunities to take responsibility for own personal and professional development

Self-appraisal:

Skills audit (personal profile using appropriate self-assessment tools)

Evaluate self-management, personal and interpersonal and leadership skills through SWOT analysis and SMART principle.

Development plan:

Current performance

Future needs

Opportunities and threats to career progression

Aims and objectives

Achievement dates

Review dates

Learning programme/activities

Action plans

Personal development plan.

Portfolio building:

Developing and maintaining a personal portfolio, e.g. transcripts (a curriculum vitae).

Public service context for personal and professional development:

Considerations: fitness plans, setting specific goals for desired public service, practising and undertaking psychometric testing (online tools), barbed tests, entrance tests, health, education requirements, joining of external groups, e.g. Young Firefighters Association, Specials, TA Practice to enhance employment opportunity, voluntary work, interviews

Barriers to entry of public services, e.g. spending cuts, government priorities, health, criminal records, age restrictions to entrance.

LO3 **Design and review own personal and professional development plan**

Learning styles and strategies:

Types of learning styles: awareness of own personal style and interactions with others

Learning from others

Formal learning and training

Observation

Mentoring

Supervision

Tutorials

Informal networks

Team members

Line managers

Other professionals.

Evaluation of progress:

Setting and recording of aims and objectives

Setting targets

Responding to feedback

Resetting aims and targets

Establishing and recognising strengths and weaknesses

Identifying opportunities for change

Cycles of activity (monitoring, reflecting and planning).

LO4 **Review acquired and applied interpersonal and transferable skills**

Interpersonal and transferable skills:

Be able to demonstrate: effective communication at all levels, initiative, self-discipline, reliability, creativity, problem solving and discipline.

Verbal and non-verbal communication:

Effective listening: respect for others' opinions

Negotiation, persuasion, presentation skills, assertiveness

Use of ICT.

Delivery formats:

Ability to deliver transferable skills using a variety of formats

Working within a team:

Flexibility/adaptability

Social skills.

Time management:

Prioritising workloads: setting work objectives, using time effectively, making and keeping appointments, reliable estimates of task time.

Public service context:

Successful completion of teamwork activities

Need for attendance and punctuality

Importance of interpersonal and transferable skills for desired public service.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore how self-managed learning can enhance lifelong development			LO1 and LO2 D1 Analyse the approaches to self-managed learning and the benefit to the individual in a personal and professional context, with reference to theoretical concepts.
P1 Describe the approaches to self-managed learning. P2 Identify ways in which lifelong learning in personal and professional contexts could be encouraged.	M1 Evaluate the benefits of self-managed learning to the individual.		
LO2 Identify opportunities to take responsibility for own personal and professional development			
P3 Create a portfolio identifying the professional standards for a public service of your choice. P4 Complete a learning styles questionnaire and SWOT analysis and identify key skills and areas for development.	M2 Analyse the results of the learning styles questionnaire and the SWOT and investigate the types of activities that might need to be undertaken in order to address weaknesses and meet future needs.		
LO3 Design and review own personal and professional development plan			LO3 and LO4 D2 Design a personal development plan in accordance with the SWOT analysis undertaken using the SMART principle. This plan must be realistic and related to your future career choice. Some of these targets will be short- and long-term.
P5 Identify the processes and activities required to implement the development plan. P6 Outline the development activities planned.	M3 Assess on own learning against original aims and objectives set in the development plan.		
LO4 Review acquired and applied interpersonal and transferable skills.			
P7 Define acquired and applied interpersonal and transferable skills. P8 Identify effective communication across a range of scenarios.	M4 Analyse the acquired skills and qualities for pursuit of a chosen career path within the public services.		

Recommended resources

Textbooks

BASSOT, B. (2016) *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon: Routledge.

SCHMECK, S. (2013) *Learning Strategies and Learning Styles*. Springer Science and New York: Business Media.

THROOP, R.K and CASTELLUCCI, M.B. (2010) *Reaching Your Potential: Personal and Professional Development*. 4th edn. Wadsworth: Cengage Learning.

Websites

psychometrictest.org.uk	Psychometric Tests Psychometric testing (Development tool)
vark-learn.com	VARC – Visual, Aural, Read/Write, Kinaesthetic Learning styles questionnaire (General reference)

Links

This unit links to the following related units:

Unit 2: Mental Health and Wellbeing

Unit 24: Work Exposure

Unit 28: Small-scale Research Project in Public Services

Unit 29: Research Project

Unit 36: Understanding and Leading Change

Unit 53: Work-based Experience.

Unit 14: Crime and Substance Misuse

Unit code	T/616/7193
Unit level	4
Credit value	15

Introduction

Substance misuse and addiction has a severe impact, not only on the individual but also on those closest to them as well as society as a whole. Substance addiction is a cost to society in terms of crime, disease, accidents, domestic violence, abuse, job loss and homelessness. Substance misuse deteriorates an individual's physical and mental wellbeing, resulting in, for example, loss of job and family, which leads to the need for support from society. Public services in all areas are required to respond to substance misuse and its impact by managing the related criminality or supporting users with their health and social needs.

The purpose of this unit is to give students a greater understanding of what substance misuse entails, including the criminality that can result from it.

Students will explore the substance and drug classification system before investigating the crimes that are related to drug misuse, investigating the relevant public services response. Students will also consider the health and social needs that substance misusers have and the available support services which are community- or prison-based.

On completion of this unit, students will have explored the drug classification and categorisation system, assessed the different support services available to substance misusers, investigated crimes related to substance misuse, and analysed the impact of drug-related crime on communities and the public services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the drug classification and categorisation system
2. Assess the different support services available to substance misusers
3. Investigate crimes related to substance misuse
4. Review the impact of drug-related crime on communities and the public services.

Essential content

LO1 Explore the drug classification and categorisation system

Classification:

Legislation: Misuse of Drugs Act 1971, Psychoactive Substances Act 2016, Misuse of Drugs Regulations 2001, The Medicines Act (1968)

Class A: e.g. heroin, cocaine (crack), methadone, ecstasy (MDMA), LSD, magic mushrooms

Class B, e.g. amphetamines, barbiturates, codeine, cannabis, cathinones (mephedrone), synthetic cannabinoids

Class C, e.g. benzodiazepines (tranquilisers), GHB/GHL, ketamine, anabolic steroids, benzylpiperazines (BZP)

Other substances, e.g. alcohol, tobacco, new psychoactive substances (e.g. laughing gas)

Purpose of classification: level of harm (to user or society), control of availability and access, framework for setting penalties, assists police in allocating resources and setting priorities, educates public on harm and deters use, deters suppliers and producers due to associated penalties

Trends, e.g. reclassification, new substances, new legislation.

Substances:

Categories: depressant, hallucinogen, analgesic, stimulant, performance enhancer

Types of drug, e.g. heroin, cocaine, methamphetamines, marijuana, ecstasy, MDMA, alcohol, tobacco, steroids, Rohypnol, ketamine, LSD, khat, inhalants, magic mushrooms, PCP, tranquilisers, prescription medication, legal highs

Street names, e.g. snow, sniff, Charlie, rock, soap, liquid ecstasy, brown sugar, China White, smack, meth, ice, Kit Kat, Special K, acid, dots, skunk, grass, herb, hash, E, speed, whizz, poppers, spice, Black Mamba, meow meow

Effects:

Perceived positive effects, e.g. energy, feelings of happiness, euphoria, alertness, confidence

Negative or harmful effects, e.g. addiction, reduced inhibitions, paranoia, seizures, mental health problems, 'come-down', physical effects (e.g. damage to nose from snorting cocaine), memory problems, high blood pressure, heart attacks, coma, short-term and long-term effects.

LO2 **Assess the different support services available to substance misusers**

Support needs of substance misusers:

E.g. addiction, mental health, physical health, chaotic lifestyle, accommodation, education, employment or training.

Types of support

E.g. mentoring, one-to-one sessions, medical prescribing, group sessions, needle exchange, awareness courses, advice, hospitalisation, treatment programmes, talking therapies, detoxification, self-help, harm reduction, wraparound or throughcare.

Organisations offering support:

Public Health England/NHS, e.g. GP, detoxification or assisted withdrawal

Private rehabilitation services, e.g. inpatient treatments, supported accommodation

Charity and voluntary services, e.g. Adfam, Addaction, Narcotics Anonymous.

Services within the prison system:

Drug Interventions Programme

Detoxification

Integrated Drug Treatment System (IDTS)

Counselling, Assessment, Referral and Throughcare (CARAT)

NHS 'In-Reach' Programme.

LO3 **Investigate crimes related to substance misuse**

Drug related crimes:

Possession, supply or importing, violence and intimidation, acquisitive crime, scale of drug-related offences, crime statistics.

Drug penalties:

For possession, for supply and production, sentencing linked to classification, for other offences.

Crimes committed by users:

Consideration to be given to economic situation of those who use substances
Possession of illegal substances
Acquisitive crime to fund illegal substances
Drunk and disorderly conduct as well as violent behaviour due to intoxication
Domestic violence.

Crimes committed by suppliers:

Possession of illegal substances
Supply of illegal substances
Importing of illegal substances
Production and distribution of illegal substances.

Additional crimes linked to supplying illegal substances:

Gang culture, e.g. initiation and loyalty
Territorial disputes
Violent crimes – assault, battery, manslaughter and murder
Possession of weapons
Burglary
Robbery
International trade.

LO4 Review the impact of drug-related crime on communities and the public services

Community impact:

Immediate community impact, e.g. fear, humiliation/shame of sufferer as well as immediate family and friends, criminal prosecution, retaliation, effects associated with being a victim of crime

Long-term community impact, e.g. housing prices, reputation, increased crime rates, impact of media reporting, tax increases.

Public service response:

Agencies involved, e.g. police, courts, prison, probation, NHS

Removal of offender(s) for arrest and/or rehabilitation

Increased patrols (hotspots)

Awareness campaigns

Community intervention

School and college programmes

Community groups

Creation of new offences/legislative change, e.g. new psychoactive substances list or introduction of driving under the influence of drugs.

Public service initiatives to tackle drugs and reduce crime:

e.g. Drug Interventions Programme (DIP), test on arrest, required assessment, restrictions on bail, drug rehabilitation requirement (DRR).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the drug classification and categorisation system		D1 Evaluate the effectiveness of the classification and categorisation of substances, citing examples of drug reclassification or new substances.
<p>P1 Explain the different types of drug and their associated effects.</p> <p>P2 Identify the legislation that underpins the drug classification system.</p>	M1 Analyse the purpose of the drug classification system	
LO2 Assess the different support services available to substance misusers		D2 Evaluate the effectiveness of substance support services at tackling misuse and reducing offending.
<p>P3 Describe the support needs that substance misusers can have.</p> <p>P4 Outline a range of community and prison-based services that treat substance misusers.</p>	M2 Compare support services available to substance misusers within and outside prison.	
LO3 Investigate crimes related to substance misuse		LO3 and LO4 D3 Evaluate the impact and effectiveness of a particular public service initiative designed to address drug-related crime.
P5 Define the different types of crime related to substance misuse.	M3 Analyse the penalties that are available for drug offences.	
LO4 Review the impact of drug-related crime on communities and the public services.		
P6 Outline the short- and long-term impact of drug-related crime on the community.	M4 Analyse how the public services have responded to the problem of drug-related crime.	

Recommended resources

Textbooks

BEAN, P. (2014) *Drugs and Crime*. 4th edn. London: Routledge.

BENNETT, T. and HOLLOWA, K. (2005) *Understanding Drugs, Alcohol and Crime*. London: Open University Press.

HAMMERSLEY, R. (2008) *Drugs and Crime: Theories and Practices*. Cambridge: Polity Press.

PETERSEN, T. (2002) *Working with Substance Misusers: A Guide to Theory and Practice*. London: Routledge.

Websites

gov.uk

UK Government

Public Health England

Treating Drug Misuse

Controlled drugs

(Research)

mentoruk.org.uk

Mentor

To promote the health and wellbeing of children and young people in order to prevent alcohol and drug misuse

(Research)

talktofrank.com

Frank

Drugs A-Z

(General reference)

ukdpc.org.uk

The UK Drug Policy Commission

(General Reference)

Links

This unit links to the following related units:

Unit 2: Mental Health and Wellbeing

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 32: Serious and Organised Crime.

Unit 15: Modern Warfare and Conflict

Unit code	A/616/7194
Unit level	4
Credit value	15

Introduction

With the rise of social media and 24-hour news reporting, war and conflict are ever-present in contemporary society. Without question, due to increased exposure, war and conflict have a substantial impact on individuals, whether directly or indirectly involved. In the modern world, wars and conflicts have a global effect.

This unit is designed to introduce students to modern warfare and conflict through developing an understanding of the history, causes and effects of such activities. Students will explore the differences between past and modern warfare and conflict, assessing the causes – which may range from fundamental ideological differences to natural resources – and the effects on individuals, regions and globally.

Students will also examine the ever-increasing role of international organisations during times of war and conflict. International organisations have many powers which can be used to deter or stop wars and conflicts. Students will have the opportunity to examine the effectiveness of the powers held by these organisations.

By the end of this unit, students will understand the complex nature of modern warfare and conflict both regionally and globally.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the history of warfare and conflict
2. Assess the cause and effect of warfare and conflict
3. Examine the role of international organisations during war and conflict
4. Review the role of media in modern warfare and conflict.

Essential content

LO1 Explore the history of warfare and conflict

Types of warfare and conflict:

E.g. The structure of the different types of warfare and conflict

Characteristics associated with war and conflict

Differences between warfare and conflict.

Past wars and conflicts:

E.g. World War II, Cold War, Vietnam War, Rhodesian Bush War, Korean Conflict, Northern Ireland

Structure of past wars and conflicts

Characteristics of the belligerents involved in past wars and conflicts.

Contemporary warfare and conflict:

E.g. Syrian civil war, war in Somalia, Israeli-Palestinian conflict, War on Terror

Characteristics of the belligerents involved in current wars and conflicts

Differences between past and current wars and conflicts.

LO2 Assess the cause and effect of warfare and conflict

Causes of war and conflict e.g. political, historical, land, ethnic, ideological, natural resources:

Influence of history on continuous or repeated war and conflicts.

Effects of war and conflict:

Effects of war and conflict on civilian populations

Casualties and losses associated with war and conflict

Impact of displacement of civilians during war and conflict on neighbouring states.

LO3 **Examine the role of international organisations during war and conflict**

Involvement of international organisations:

International organisations providing support to states involved in war and conflict, e.g. International Committee of the Red Cross, United Nations, UNICEF, Doctors without Borders, etc.

Roles undertaken by international organisations in supporting states involved in war and conflict.

Powers available to international organisations to prevent or stop wars and conflicts:

Trade embargos and sanctions

International war crime legislation, e.g. Geneva Convention, Ottawa Treaty, Laws of Armed Conflict, Charter of the United Nations and International Criminal Court.

LO4 **Review the role of media in modern warfare and conflict**

Types of modern day media:

Social media, e.g. Facebook, Twitter, Instagram, Reddit, Tumblr, etc.

Television, e.g. 24-hour news cycle, on-demand news, access to wide range of news channels

Radio

Printed media, e.g. newspapers and magazines.

Media influence:

Local news

National news

State-funded news

Fake or false news.

Civil protection in the media:

Use of social media by civil protection agencies

Positive and negative media bias of civil protection agencies

Public reporting through use of technology.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the history of warfare and conflict		LO1 and LO2 D1 Evaluate the impact of war and conflict on a specific global region.
P1 Explain the different types of warfare and conflict. P2 Explain the causes and specific characteristics of past and current wars and conflicts.	M1 Evaluate the differences between past and recent wars and conflicts.	
LO2 Assess the cause and effect of warfare and conflict		
P3 Describe the causes of war and conflict, and the effects on individuals and nations.	M2 Analyse the cause and effect of war and conflict.	
LO3 Examine the role of international organisations during war and conflict		D2 Review the power and influence of international organisations during wars and conflicts.
P4 Explain the different roles carried out by international organisations during war and conflict.	M3 Assess the involvement of international organisations in a specific conflict or war.	
LO4 Review the role of media in modern warfare and conflict.		D3 Evaluate the influence of both traditional and social media reports on a specific example
P5 Outline the role of traditional media and social media in reporting war and conflict.	M4 Analyse how media reporting can influence public opinion towards war and conflict.	

Recommended resources

Textbooks

DUNN CAVELTY, M. and MAUER, V. (2017) *The Routledge Handbook of Security Studies*. 2nd edn. London: Routledge.

FONSECA, B. (2017) *The New US Security Agenda: Trends and Emerging Threats*. Basingstoke: Palgrave Macmillan.

JORDAN, D. (2016) *Understanding Modern Warfare*. 2nd edn. Cambridge: Cambridge University Press.

SRIRAM, C.L., MARTIN-ORTEGA, O. and HERMAN, J. (2014) *War, Conflict and Human Rights: Theory and Practice*. 2nd edn. London: Routledge.

Websites

basicint.org	British American Security Information Council (General Reference)
icc-cpi.int	International Criminal Court (ICC) (General Reference)
nato.int	North Atlantic Treaty Organisation News (General reference)
sipri.org	Stockholm International Peace Research Institute (SIPRI) (General reference)
un.org	United Nations Security Council (General reference)
warontherocks.com	War on the Rocks (General Reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 31: International Institutions and Global Affairs.

Unit 16: Training for Fitness and Health

Unit code	F/616/7195
Unit level	4
Credit value	15

Introduction

Employees in the public services need to be physically fit and lead a healthy lifestyle as their roles are usually very active and physically demanding. It is extremely important to ensure that they have the required level of fitness to pass any type of physical test and to be able to sustain a higher standard of physical capacity during their role as a public servant. This type of physical performance can be better supported with a thorough understanding of training principles and health. An understanding of the effects lifestyle can have upon health, and how to improve the lifestyle of an individual, are important factors for those working in the public services sector.

This unit will explore the fitness requirements for entry into the public services. This includes the principles of training, the application of methods of training and the importance of lifestyle factors in the maintenance of health and wellbeing. Students will cover topics such as health-related and skill-related components of fitness; principles and theories of training; conditions associated with over-training; training methods; planning and evaluation of effective training programmes; feedback; diet; stress, smoking and alcohol consumption; current recommended dietary guidelines; strategies to manage stress, reduce alcohol consumption and stop smoking.

On successful completion of this unit, students will be able to apply traditional and non-traditional principles of training, as well as essential practical techniques and methods, to their training programmes in order to meet their needs. In addition, as a result of adopting an evidence-based practice approach to their work on training programmes, they will have a greater understanding of the key physiological and biomechanical changes that can benefit their physical performance. Furthermore, students will be able to revise and self-evaluate their training programmes and lifestyles.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the principles of training for fitness
2. Explore the relationship between health, wellbeing and diet, stress, smoking and alcohol
3. Design safe and effective training programmes for a chosen public service
4. Review individual lifestyle and fitness capacity.

Essential content

LO1 Investigate the principles of training for fitness

Fitness requirements:

Entrance fitness requirements for the armed services, emergency services and civil protection agencies

Health-related components of fitness

Skill-related components of fitness.

Principles and theories of training:

General adaptation syndrome theory, supercompensation cycle, specificity, progression, overload, reversibility, tedium, individual differences, recovery, periodisation (phases and cycles), tapering.

Conditions associated with over-training:

Injury, e.g. unexplained underperformance syndrome, staleness, chronic fatigue syndrome, burnout.

LO2 Explore the relationship between health, wellbeing and diet, stress, smoking and alcohol

Diet for the public services:

Nutrients: fat, carbohydrate, protein, vitamins, minerals, water

Dietary guidelines, e.g. World Health Organisation, Health Development Agency, British Dietetics Association, percentage nutrient intake, recommended Daily Allowance (RDA), International Diabetic Federation, Huntington's Disease Association (HAD), National Institute for Health and Care Excellence (NICE), military diet.

Excessive stress:

Causes, e.g. emotional, environmental, work, life, personality

Stress management techniques

Analysis of effects of stress on public servants' health and careers.

Smoking:

Health risks, e.g. lung cancer, chronic obstructive pulmonary disease (bronchitis and emphysema), coronary heart disease

Techniques and aids used to stop smoking

Analysis of effects of smoking on public servants' health and careers.

Excessive alcohol consumption:

Health risks, e.g. hypertension, liver damage, psychological and emotional problems

Techniques and aids to reduce alcohol consumption

Analysis of effects of alcohol/excessive alcohol consumption on public servants' health and careers.

LO3 Design safe and effective training programmes for a chosen public service

Training methods for health-related components of fitness:

Endurance training methods, e.g. resistance training, interval training, fartlek training, continuous training, public services specific methods

Strength training methods, e.g. resistance machines, free weight training, public services specific methods

Flexibility, e.g. static stretching, dynamic stretching, proprioceptive neuromuscular facilitation (PNF)

Core stability training, e.g. public services-specific contemporary methods.

Training methods for skill-related components of fitness:

Speed methods, e.g. sprinting speed intervals

Agility, e.g. ladder drills, dot drills, cone drills, L-drill, T-drill, public services specific methods

Power training methods, e.g. plyometric, weightlifting and contemporary methods

Benefits and limitations of each type of training.

Design an appropriate training programme:

Set training goals

Application of principles of training

Health and Safety, e.g. risk assessment of training area, strategies to avoid over-training

Physical Activity Readiness Questionnaire (PAR-Q)

Session planning, e.g. periodisation

Carrying out a training programme, e.g. guidelines, training

Monitoring, e.g. training diary.

LO4 Review individual lifestyle and fitness capacity

Lifestyle assessment:

Questionnaires, consultation, confidentiality, barriers to change, motivational strategies for behaviour changes.

Evaluation of training:

Strengths, areas for improvement, review of training goals, modifications and improvements to programme.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the principles of training for fitness		D1 Justify how the principles of training can be used to minimise the effects of over-training for a selected public service.
<p>P1 Define the components of fitness for a selected public service.</p> <p>P2 Describe the principles of training required for a selected public service.</p>	<p>M1 Analyse how the principles of training can be used to minimise the effects of over-training for a selected public service.</p>	
LO2 Explore the relationship between health, wellbeing and diet, stress, smoking and alcohol		D2 Analyse the relationship between health and wellbeing, diet, excessive stress, excessive alcohol consumption and smoking in a chosen public service.
<p>P3 Outline the relationship between health and wellbeing, diet and excessive stress levels in a chosen public service.</p> <p>P4 Outline the relationship between health and wellbeing, excessive alcohol consumption and smoking in a chosen public service.</p>	<p>M2 Analyse the relationship between health and wellbeing, diet and excessive stress levels in a chosen public service.</p> <p>M3 Analyse the relationship between health and wellbeing, excessive alcohol consumption and smoking in a chosen public service.</p>	
LO3 Design safe and effective training programmes for a chosen public service		D3 Justify the structure of the fitness training programme for a chosen public service and the applied principles of training.
<p>P5 Design a personal fitness training programme for a chosen public service to incorporate the principles of training.</p> <p>P6 Undertake a personal fitness training programme for a chosen public service.</p>	<p>M4 Analyse the structure of the fitness training programme for a chosen public service and the applied principles of training.</p> <p>M5 Produce a fitness training diary.</p>	

Pass	Merit	Distinction
LO4 Review individual lifestyle and fitness capacity.		
<p>P7 State the effects of identified lifestyle factors on health and fitness when applying for public service employment.</p> <p>P8 Define a personal fitness training programme, including strengths and areas for improvement.</p>	<p>M6 Illustrate lifestyle improvement strategies for identified lifestyle factors.</p> <p>M7 Demonstrate improvements to the training programme based on the report.</p>	

Recommended resources

Textbooks

BAECHLE, T.R. and EARLE, R.W. (2014) *Fitness Weight Training*. 3rd edn. Leeds: Human Kinetics Publishers.

BOMPA, T.O. and HAFF, G.G. (2009) *Periodization Theory and Methodology of Training*. 5th edn. Leeds: Human Kinetics Publishers.

BUSHMAN, B.A. (2017) *ACSM's Complete Guide to Fitness and Health*. 2nd edn. Leeds: Human Kinetics.

DAWES, J. and ROOZEN, M. (2012) *Developing Agility and Quickness*. Leeds: Human Kinetics Publishers.

Websites

bda.uk.com	British Dietetics Association (BDA) Food facts (General reference)
fireservice.co.uk	UK Fire Service Resources Fitness, training and exercising (General reference)
military.com	Military.com Military, general fitness, diet and nutrition (General reference)
royalnavy.mod.uk	Royal Navy Advice and guidance, exercises, nutrition. (General reference)
who.int	World Health Organization (WHO) Health topics (General reference)

Links

This unit links to the following related units:

Unit 11: Community Engagement

Unit 22: Fitness Preparation and Testing

Unit 39: Physical Activity, Lifestyle and Health

Unit 41: Advanced Fitness and Health.

Unit 17: Entrepreneurship in the Public Services

Unit code	L/616/7197
Unit level	4
Credit value	15

Introduction

Changes to government thinking means profit and 'wealth creation' is valued highly by the public sector, to be able to create value for citizens and service users. Innovation and openness to change has helped drive and develop entrepreneurship in the public sector, where knowledge of using local budgets, resources and external networks has helped to achieve policy aims.

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise in the context of public services. Students will learn about the activities involved in public sector entrepreneurship such as developing good relationships with customers; planning and allocating operational resources; forecasting and budgeting; interpreting financial statements; recruiting and retaining staff; developing leadership and building a team; dealing with legislation and regulation; and understanding how to put together an effective business plan.

On successful completion of this unit, students will have applied their learning to a simulated business of their choice that they will have worked on as part of a group. They will have developed an understanding of how all of the different aspects of running a business interrelate to achieve success. They will also have developed an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate how the public sector plans and allocates resources to achieve objectives
2. Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations
3. Explore possible entrepreneurial ideas within the context of the public services
4. Review the implications of regulation and legislation on public service organisations.

Essential content

LO1 Investigate how the public sector plans and allocates resources to achieve objectives

Planning resources – premises and equipment, people and skills:

Planning of activities in the public sector, e.g. capacity utilisation and management, identifying resources and skills needed to develop appropriate job specifications.

Being an employer:

Organisation structures applicable to the business purpose and organisation stage

Establishing an appropriate entrepreneurial culture within an established organisation

Consideration of human resource management, e.g. recruitment and retention, performance management and team building

Use of outsourcing, networks and external advisers

Understanding key aspects of employment legislation relevant to the public sector, e.g. equality and diversity, contracts of employment, unfair dismissal, redundancy, family friendly laws, working hours and holiday, National Minimum Wage, discrimination, collective issues, pensions

The business plan:

Effective articulation of the vision, goals and objectives

Key components of a business plan

Consideration of when a business plan might be needed, e.g. when securing funding

Project management techniques, e.g. use of Gantt charts and critical path analysis.

LO2 Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations

Building customer relationships:

Assessment of customer value, acquiring and retaining customers

Developing effective channels for customer communications and customer care programmes

Digital platforms for effective customer relationships, e.g. email marketing for mobile devices, online chat and forums for real-time responses and solutions, online testimonials and ratings and use of social media.

Public-private relationships:

Defining public-private relationships and considering the need for collaboration

Understanding of projects to source privately, where can public sector fill gaps and work in an efficient manner to use government funds

The current skills gap in the public sector regarding entrepreneurs and the key considerations

Outsourcing services.

LO3 Explore possible entrepreneurial ideas within the context of the public services

Identifying customers:

Identify specific customers that are involved in the public sector that could be targeted with new ideas

Market segmentation

Methods of engaging with the public sector, e.g. tender processing.

Public sector areas:

Central government/Civil Service

Regional Government/quangos

Local government

NHS

Further and higher education

Criminal justice.

Understanding the public sector environment:

Diverse requirements from each sector
Little or no risk with finances
Potential for ongoing work and work progression
Responsibility to provide a number of services.

Need for innovation in the public sector market:

Current economic climate and the effect this has on new entrepreneurs
Models of innovation, e.g. linear, innovation management, innovation governance, invention, diffusion
Product and process innovation, e.g. incremental versus big bang, Schumpeter's Sources of Innovation
Drucker's Seven Sources of Innovation, STEEP factors
Use of creativity to generate new ideas
Innovation risks to economy.

LO4 Review the implications of regulation and legislation on public service organisations

Legal and regulatory issues:

The legal and regulatory issues applicable to a public service in the country in which it is registered, e.g. record keeping, tax and employment, Health and Safety, insurance, data protection and cyber security measures

Examples of regulatory issues that may apply to different business types, different products or services and different localities, e.g. environmental and waste regulations, professional practice guidelines, and local planning restrictions

The potential sources of information to determine applicable regulation
Patents, Copyright, Trademarks, Intellectual Property.

Regulation, policy, legislation, guidance:

Regulation, e.g. public procurement policy, important public services regulating guidance

Policy, e.g. Labour Market Reform

Legislation, e.g. Trade Union Act 2016

Guidance, e.g. buying goods and services.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate how the public sector plans and allocates resources to achieve objectives		D1 Analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of public sector's objectives.
P1 Define the main considerations a public service needs to address when planning and allocating resources to achieve public sector objectives.	M1 Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context. M2 Assess the importance of planning and allocating resources to achieve the public sector's objectives.	
LO2 Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations		D2 Evaluate the customer relationship management process at all stages and provide recommendations for overcoming the challenges of developing public-private operations.
P2 Explain the different processes of customer relationship management for a public service. P3 Identify how a public service can develop nationally and determine the benefits and drawbacks.	M3 Analyse the elements of the customer relationship management process in relation to achieving public sector objectives. M4 Analyse the potential to develop public-private operations, assessing both benefits and challenges.	
LO3 Explore possible entrepreneurial ideas within the context of the public services		D3 Review a public sector entrepreneurial idea, giving recommendations on how planning, management and future investment can be implemented.
P4 Describe the characteristics of different customers in the public sector. P5 Explain the different methods of engaging with customers within the public sector.	M5 Explore how models of innovation can be used to impact the entrepreneurial process when delivering a product or service.	

Pass	Merit	Distinction
LO4 Review the implications of regulation and legislation on public service organisations.		
P6 Outline key legislation and regulations that have implications on public sector innovations.	M6 Analyse the implications of key legislation and regulations in an organisational context.	D4 Evaluate key legislation and regulations that affect public sector organisations, taking future developments and changes into account.

Recommended Resources

Textbooks

BASON, C. (2010) *Leading Public Sector Innovation: Co-creating for a Better Society*. Bristol: Policy Press.

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2011) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

KLEIN, G. and VEGA-BARACHOWITZ, D. (2015) *Start-Up City: Inspiring Private and Public Entrepreneurship, Getting Projects Done, and Having Fun*. Washington, DC: Island Press.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson Education.

Websites

gov.uk

UK Government

Public procurement policy

Important public service regulations

EU procurement directives and the UK regulations

Buying goods and services

(General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 2: Mental Health and Wellbeing

Unit 4: Public Services in Contemporary Society

Unit 23: Third Sector and Public Services

Unit 31: International Institutions and Global Affairs.

Unit 18: Management Accounting in the Public Sector

Unit code	R/616/7198
Unit level	4
Credit value	15

Introduction

With increasing financial pressures on public sector organisations, as budgets are reduced and demand on public services increases, management accounting skills are important across all public sectors, to support the identification of financial information, demands and allocation of public sector finances.

The overall aim of this unit is to introduce the fundamentals of management accounting within the context of public services. Students will explore how management accounting uses financial data to aid planning decisions, the monitoring and control of finance within the public services, and the constraints placed on public sector organisations.

Students will look at the range of sources of finance and the political context in which public service organisations must function. Students will also develop skills in the use and interpretation of financial information and how it supports the day-to-day management of public service organisations and the achievement of their strategic and operational objectives.

On successful completion of this unit, students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations
2. Apply a range of management accounting techniques relevant to organisations within the public services sector
3. Explain the use of planning tools used in management accounting
4. Compare ways in which public services organisations could use management accounting to respond to financial problems.

Essential content

LO1 Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations

Introduction to management accounting:

Defining management accounting

Management accounting systems

Integration of management accounting systems within an organisation

Origin, role and principles of management accounting

Distinction between management and financial accounting.

Use of management accounting within the context of public services organisations.

Sources of public sector finance:

Central government/central taxation, e.g. income tax, corporation tax, VAT, local taxation

Local government, e.g. council tax, business rates

Other, e.g. European funding, income generation, Lottery funding, public-private partnership (PPP), private finance initiative (PFI), contracting out, privatisation of provision, disposal of saleable assets, income and rents charged by public service organisations, interest on investments.

Funding allocation:

E.g. central government budgetary cycle, funding allocation, historic and zero-based budget allocation.

Different types of management accounting systems:

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems

Benefits of different types of system.

Presenting financial information:

Providing information which is relevant to the user, reliable, up to date and accurate

Presenting information which is understandable

Types of managerial accounting reports.

LO2 Apply a range of management accounting techniques relevant to organisations within the public services sector

Microeconomic techniques:

Cost, different costs and cost analysis

Cost-volume profit, flexible budgeting and cost variances

Applying absorption and marginal costing.

Product costings:

Fixed and variable costs, cost allocation

Normal and standard costing, activity-based costing and the role of costing in setting price.

Cost of inventory:

Definition and meaning of inventory costs and different types of inventory costs

Benefits of reducing inventory costs to an organisation

Valuation methods

Cost variances

Overhead costs.

LO3 Explain the use of planning tools used in management accounting

Using budgets for planning and control:

Preparing a budget

Different types of budget, e.g. capital and operating

Alternative methods of budgeting

Behavioural implications of budgets.

Pricing:

Pricing strategies

How competitors determine their prices

Supply and demand considerations.

Common costing systems:

Actual costing, normal costing and standard costing systems

How cost systems differ depending on the costing activity, e.g. job costing, process costing, batch costing and contract costing.

Strategic planning:

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation

Forecasting.

LO4 Compare ways in which public services organisations could use management accounting to respond to financial problems

Identifying financial problems:

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems.

Financial governance:

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems

Using financial governance to monitor strategy

Service delivery.

Management accounting skill sets:

Characteristics of an effective management accountant

Management accounting skills used to prevent and/or deal with problems.

Effective strategies and systems:

Development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations		D1 Evaluate how management accounting systems and management accounting reporting is integrated within public services organisational processes.
P1 Explain management accounting and give the essential requirements of different types of management accounting system. P2 Identify sources of finance available to public services organisations.	M1 Analyse the benefits of management accounting systems and how their application supports management of public sector finance.	
LO2 Apply a range of management accounting techniques relevant to organisations within the public services sector		D2 Produce financial reports that accurately apply and interpret data for a range of business activities within a public services organisation.
P3 Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.	M2 Demonstrate a range of management accounting techniques and produce appropriate financial reporting documents which would be relevant within public services organisations.	
LO3 Explain the use of planning tools used in management accounting		LO3 and LO4 D3 Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.
P4 Explain the advantages and disadvantages of different types of planning tool used for budgetary control.	M3 Analyse the use of different planning tools and their application for preparing and forecasting budgets.	
LO4 Compare ways in which public services organisations could use management accounting to respond to financial problems		
P5 Outline how organisations within the public services sector are adapting management accounting systems to respond to financial problems.	M4 Analyse how, in responding to financial problems, management accounting can lead public services organisations to sustainable success.	

Recommended resources

Textbooks

DRURY, C. (2015) *Management and Cost Accounting*. 9th edn. London: Cengage Learning EMEA.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th edn. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Harlow: Global Ed. Pearson.

SEAL, W. (2014) *Management Accounting*. 5th edn. Maidenhead: McGraw-Hill.

Websites

cimaglobal.com Chartered Institute of Management Accountants
(General reference)

cipfa.org The Chartered Institute of Public Finance and Accountancy
Policy and guidance
(General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 2: Mental Health and Wellbeing

Unit 4: Public Services in Contemporary Society

Unit 17: Entrepreneurship in the Public Services

Unit 31: International Institutions and Global Affairs.

Unit 19: Personnel Protection in Civil Protection Agencies

Unit code	Y/616/7199
Unit level	4
Credit value	15

Introduction

Personnel safety and security is the single most important factor facing civil protection agencies today. Civil protection agencies include, for example, police services, fire and rescue services and the armed forces, and are supported by organisations within the following sectors: health bodies, HM Coroner, local councils, government agencies, private and voluntary sectors and the community. Civil protection agencies have a jagged history, with personnel being provided with either poor or inadequate kit and equipment and being exposed to poor working conditions. These inadequacies in looking after personnel has resulted in civil protection staff leaving their services, issues with recruitment, serious injury and even death.

This unit will allow students to delve into the factors that underpin personal security. They will identify the major challenges faced by civil protection personnel, such as risks to physical and mental health, direct threats from terrorist organisations, and public order and litigation threats. Students will analyse the methods in place to protect personnel by considering the technologies and equipment available for use now, as well as when and where these methods are used. Students will appraise the legal and organisational frameworks in place to protect personnel in order to expand upon and consolidate their learning. The unit will conclude by giving students the opportunity to assess developments in personal and personnel security and consider the advancements in technology being put into place to improve safety for civil protection personnel in the future.

This unit will support students in understanding the risks of employment within civil protection and identifying the methods, legislation and developments which are in place to ensure that they are safe during service.

Learning Outcomes

By the end of this unit students will be able to:

1. Identify risks to personnel working within civil protection agencies
2. Explain methods to maintain personal safety for civil protection personnel
3. Review legislation and organisational methods used to maintain security of civil protection personnel
4. Assess developments in personal and personnel security.

Essential content

LO1 Identify risks to personnel working within civil protection agencies

Physical and mental health risk associated with working within civil protection agencies:

Statistics relating to serious injuries and fatalities of protective service personnel

Corporate manslaughter and exclusions to corporate manslaughter laws, e.g. military activities, policing and law enforcement

Statistics relating to diagnosis of mental health condition of protective service personnel, e.g. post-traumatic stress disorder, in-service suicide, trauma risk management (TRiM)

Failure to adequately diagnose those with mental health conditions

Identifying significant risks (risk assessment) and mitigation strategies.

Terrorism and cyber security:

Threat of targeted terrorist attacks on civil protection personnel

Use of the internet and social media to target personnel

Dealing with threats, e.g. METHANE/ETHANE and Stay Safe principles (run, hide and tell).

Public order and litigation:

Dangers faced by protective service personnel attending riot and public order situations

Attacks on civil protection personnel attending incidents, e.g. Emergency Workers (Obstruction) Act 2006

Use of force by protective service personnel, e.g. European Convention on Human Rights, Police and Criminal Evidence Act 1984, Criminal Law Act 1977, The Police (Conduct) Regulations 2012, Law of Armed Conflict

Legal protection, e.g. Emergency Workers (Obstruction) Act 2006.

LO2 Explain methods to maintain personal safety for civil protection personnel

Technologies used by civil protection agencies:

Types of technologies used for personal protection, e.g. computer firewall, encryption systems, closed-system communications

Strengths and limitations of use of technologies in civil protection.

Equipment used:

Equipment issued to civil protection personnel, e.g. helmets, Osprey body armour, combat boots, pelvic protection, flashlights, first aid kit, etc.

Use of equipment issued to civil protection personnel, e.g. personal load carrying equipment (PLCE)

Issues with equipment used, e.g. Chilcot Report on Iraq.

Deployment of methods to maintain security:

When protective methods have been used by security forces, e.g. military personnel

When protective methods have been used in fire fighting

Effectiveness of protective methods in different environments.

Developing a culture of safety:

Accident and near-miss reporting, e.g. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Education, e.g. Military Annual Training Tests (MATT) 6, 7 and 8

Safety campaigns, e.g. Think before you share online (Ministry of Defence).

LO3 Review legislation and organisational methods used to maintain security of civil protection personnel

Legislation requirements

National and international legislation, e.g. Fire and Rescue Act 2004, Police and Criminal Evidence Act 1984, Emergency Workers (Obstruction) Act 2006, International Laws of Armed Conflict, exemptions.

Management of Health and Safety, e.g. Health and Safety Work etc. Act 1974

Individual responsibilities

Striking a balance between operational requirements and Health and Safety, e.g. military activities, police operations, attending fires.

Organisations' responsibilities:

Responsibilities of protective service employers to protect personnel, e.g. Health and Safety Executive, training, staff development and training

Impact on organisations, e.g. early discharge, cost, physical and mental injuries, fatalities

Impact on staff performance, e.g. retention, recruitment.

LO4 **Assess developments in personal and personnel security**

Future development in personal and personnel security

Physical and virtual training packages, e.g. combat simulators, virtual reality, battlefield simulators, flight simulators

Advancements in quality of kit and equipment

Use of technologies, e.g. robotics, nanotechnology, virtual reality and drones

Implications of future advancements

Sustainability on advancements

Civil protection agencies being overly dependent on technology

Economic costs

Sale of advanced security technologies on black market.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify risks to personnel working within civil protection agencies		LO1 and LO2 D1 Analyse methods and legislation used to protect civil protection personnel.
P1 Identify the risks faced by personnel serving in different civil protection agencies.	M1 Assess the risks faced by personnel working for civil protection agencies.	
LO2 Explain methods to maintain personal safety for civil protection personnel		
P2 Explain the methods used by protective service personnel and organisations to ensure safety of personnel. P3 Outline how personal safety methods have been deployed by civil protection personnel.	M2 Assess the use of different protective methods used by civil protection personnel.	
LO3 Review legislation and organisational methods used to maintain security of civil protection personnel		LO3 and LO4 D2 Evaluate legislation, organisational methods and developments to improve and protect the personal safety of civil protection personnel.
P4 Outline a range of legislative and organisational methods to maintain security of civil protection personnel.	M3 Assess the effectiveness of a range of legislative and organisational methods of maintaining safety of civil protection personnel.	
LO4 Assess developments in personal and personnel security.		
P5 Describe development in technologies to maintain safety of civil protection personnel.	M4 Analyse developments in personal and personnel security.	

Recommended resources

Textbooks

FRIESENDORF, C. (2012) *International Intervention and the Use of Force. Military and Police Roles*. Geneva: Geneva Centre for the Democratic Control of Armed Forces.

JUNE, D.L. (2016) *Protection, Security and Safeguards: Practical Approaches and Perspectives*. 2nd edn. Florida: CRC Press.

NORRIS, T.L. (2002) *Loss Prevention and Security Procedures*. 1st edn. Oxford: Elsevier.

Journals

PATTERSON, D.G. (2005) *Adapting Security Operating Procedures to Threat Levels*. *Journal of Facilities Management*, vol. 3, no. 1, pp. 53-64.

Websites

gov.uk	UK Government Statistics UK Armed Forces suicide and open verdict deaths (Report)
gov.uk	UK Government Think before you share online (General reference)
hse.gov.uk	Health and Safety Executive HSE reporting accidents and incidents in work Striking the balance between operational and Health and Safety duties in the Police Service (General reference)
icrc.org	International Committee of the Red Cross (General reference)
iraqinquiry.org	The Iraq Inquiry Identification of lessons that could be learned from the Iraq conflict (Report)

ohchr.org	The Office of the United Nations High Commissioner for Human Rights (OHCHR) International law (General reference)
parliament.uk	UK Parliament Parliament inquiries: Beyond Endurance? Military Exercise and Duty of Care Inquiry (Report)
rand.org	RAND Military career field management (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 37: Critical Infrastructure Protection

Unit 46: Aviation and Maritime Protection.

Unit 20: Event Management and Safety

Unit code	F/616/7200
Unit level	4
Credit value	15

Introduction

Event management plays a significant role within the public services, whether it's planning a staff training event or team building day or planning a major expedition or a large-scale exercise. The skills required to plan, organise and manage an event will be sought after in any branch of the public services and beyond.

This unit will investigate the importance of Health and Safety when planning an event and the implication of ignoring the legislation in place to promote safety. Students will create a plan for an event of their choosing. Once fully planned, students will set about bringing the event to life, managing proceedings to ensure safe and smooth running. Students will then reflect on their experience and offer recommendations for changes in the planning of future events.

By the end of this unit, alongside the ability to plan, organise and manage an event, students will have gained the skills of risk management, effective communication, problem solving, resilience and the ability to influence the outcome of a project.

Learning Outcomes

1. Examine the Health and Safety associated with managing an event
2. Plan and organise a public service event
3. Manage a public service event
4. Review the public service event.

Essential content

LO1 Examine the Health and Safety associated with managing an event

Your duties as an event manager:

Have Health and Safety arrangements in place to control risks

Ensure the competence of people involved to undertake their role safely

Provide people with relevant information on any risks to their Health and Safety

Monitor Health and Safety compliance

Review the Health and Safety arrangements.

Health and Safety when running an event:

Explore the various legislation that needs to be considered when running an event, e.g. risk assessment, licenses, crowd management, environmental impact, structure safety, instructor ratios, first aid, transport, handling waste, appropriate consents, RIDDOR, COSHH, child protection, disability access.

The implications of not following Health and Safety legislation:

Health and Safety legislation to minimise risk

Risks of not following Health and Safety legislation

Legal implications of Health and Safety legislation not adhered to

Implications for future events and the reputation of the provider

Case studies: Madrid Arena Halloween 2012, Scotland's Hogmanay Festival 2015, Lyme Bay Disaster 1993, Glenridding Beck 2002.

LO2 Plan and organise a public service event

Identify events found in a public service context:

Training days, residentials, adventurous activities, team-building days, military exercises, public liaison events, ceremonial events, sporting events.

Generate a plan for a public service event:

Use planning techniques, e.g. idea generation, vision and purpose, identifying resources, creating a staffing structure, estimating finance, costings and feasibility

Planning development, e.g. missions, visions, objectives, goals, targets, who should be involved and organisational objectives.

Implement the plan and organise the event:

Create checklists of tasks that need to be completed

Discuss responsibilities and allocate roles to team members

Organisation implications, e.g. seeking professional advice and guidance for fire, safety, insurance coverage, quality assurance, procedures and standards, contingency plans, ticketing, dealing with money, risk assessments, marketing, venue, transport needs, contracts and service agreements, legislation, e.g. child protection, disability access and licensing

Ethics and sustainability

Logistics, e.g. technical requirements, resources and administration

Using organisational processes that are used in the public services, e.g. transformational process, roles of individual members within the team.

LO3 Manage a public service event

Management skills required to run an event:

Management skills, e.g. prioritising workloads, structuring tasks, setting work objectives, time management, channels of communication, clear communication, motivating people, allocation of resources both physical and human, directing activities of individuals and the group, working within organisational constraints and limitations, meeting objectives.

Manage the planned event:

Taking control of the planned event, e.g. pre-event checks, technology, hospitality and protocol checks, guest and participant welcome and briefing, rules, regulations and expectations.

Demonstrate management skills:

Demonstration, e.g. prioritising workloads, structuring tasks, setting work objectives, time management, channels of communication, clear communication, motivating people, allocation of resources both physical and human, directing activities of individuals and the group, working within organisational constraints and limitations, meeting objectives.

LO4 **Review the public service event**

Review all stages of the event management:

Overall success and performance of an event, how the team performed, levels of customer satisfaction

Evaluation of event targets, objectives, key performance indicators (KPIs), other expected outcomes

Use of resources, the effectiveness of the venue, suppliers, planning, event organisation and communications during the event

Use of contingency plans.

Recommendations for improvement:

Common areas for improvement, e.g. logistics, objectives, staffing, finance, resources, theme, venue

Complete SWOT (strengths, weaknesses, opportunities and threats) analysis, create SMART targets

Evaluate opportunities for improvement in the planning, organising and management stages

Discuss how to implement change to improve operations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the Health and Safety associated with managing an event		D1 Evaluate the importance of Health and Safety legislation when organising an event.
<p>P1 Explain the Health and Safety legislation that must be followed when organising an event.</p> <p>P2 Identify the implications of not following Health and Safety legislation when organising an event.</p>	<p>M1 Analyse the importance of Health and Safety legislation when organising an event.</p>	
LO2 Plan and organise a public service event		LO2 and LO3 D2 Independently plan, organise and manage an event within a public service context.
<p>P3 Create a plan for an event found within a public services context.</p> <p>P4 Arrange, with support, an event within a public services context.</p>	<p>M2 Independently plan and organise an event within a public service context.</p>	
LO3 Manage a public service event		
<p>P5 Explain the management skills required to coordinate public services events.</p> <p>P6 Manage, with support, a public service-related event.</p>	<p>M3 Independently manage an event found in a public service environment.</p>	
LO4 Review the public service event.		D3 Evaluate the success of the public service event, identifying opportunity for improvements in the planning, organisation and management of future events in a public service context.
<p>P7 Review the planning, organisation and management of an event in a public service context.</p>	<p>M4 Assess the effectiveness of the planning, organising and management for the event.</p>	

Recommended resources

Textbooks

KUSTER, J. (2015) *Project Management Handbook*. Berlin: Springer-Verlag.

WICK, D. (2009) *Public-Sector Project Management: Meeting the Challenges and Achieving Results*. New Jersey: Wiley.

Journals

JALÓCHA, B. (2014) *Key Competences of Public Sector Project Managers*. *Procedia – Social and Behavioural Sciences*, vol 119, pp 247-256. Oxford: Science Direct.

Websites

amp.org	Association for Project Management (General reference)
hse.gov.uk	Health and Safety Executive Information about Health and Safety at work HSE reporting accidents and incidents in work (General reference)
pmi.org	Project Management Institute (General reference)

Links

This unit links to the following related units:

Unit 9: Project Management

Unit 18: Management Accounting in the Public Sector

Unit 35: Operations and Project Management

Unit 36: Understanding and Leading Change

Unit 40: Management of an Outdoor Event

Unit 42: Expedition Planning.

Unit 21: Outdoor Skills Development

Unit code	J/616/7201
Unit level	4
Credit value	15

Introduction

The ability to learn new skills and operate in a challenging environment is something that will serve well in all public services job roles. In addition, being able to manage risk and understand the decision-making process is crucial when working in potentially challenging and high-pressure situations.

This unit allows students to develop practical skills in a range of outdoor and adventurous activities while examining the role risk management and decision making has on the leadership of a successful outdoor session. Combining the theoretical knowledge and practical skills learned, students will plan and deliver a safe and engaging outdoor session using appropriate leadership and group management strategies. Students will then explore the theory of skill acquisition in the outdoor environment and plan for personal skill development and acquisition.

On completion of this unit, students will have gained the practical skills to personally participate in a variety of land- or water-based outdoor adventurous activities as well as be able to plan and lead a session in an outdoor environment. Students will be able to select a leadership style and use group management techniques appropriately as well as manage risk and make clear and sound decisions.

Learning Outcomes

The students will be able to:

1. Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities
2. Undertake a range of outdoor and adventurous activities
3. Demonstrate leadership during an outdoor and adventurous activity session
4. Review performance and plan for skills development in outdoor and adventurous activities.

Essential content

LO1 Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities

Risk assessments:

Generic, specific and dynamic risk assessments

Importance of risk assessments

Legal implications of risk assessments.

Undertaking Health and Safety checks for contrasting outdoor activities:

Documentation, checking of equipment, environment, knowledge of participants, protection, understanding of severity, solutions for risks

Duty of care towards employers, employees, service users, organisations.

Factors that limit risk:

E.g. risk assessment, first aid, contacting next of kin

Adequate planning and preparation before the activity, e.g. consent forms, medical details, ratios, qualifications, appropriate location, appropriate activities, correct equipment.

Legislation:

Health and Safety Executive (HSE), considering potential risks, first aid, emergency procedures

Health and Safety at Work Act (1974), Management of Health and Safety at Work Regulations (1999), Workplace (Health, Safety and Welfare) Regulations (1992).

Decision-making factors:

Consideration of factors, e.g. weather, ability level, equipment, fitness, health problems and limitations

Ability to manage risk

Importance of a dynamic risk assessment

Risk versus benefits gained

Individual ability and level of risk

Risk-taking models, e.g. The Adventure Experience Paradigm

Adventure philosophy, e.g. The Adventure Alternative.

Impact of risk management and decision making on session outcomes:

Whether the activity/location/risk meet the needs of individuals

Common outcomes for activity sessions

Influence of ego on the session outcomes.

LO2 Undertake a range of outdoor and adventurous activities

Show skill progression in outdoor and adventurous activities:

Land activities, e.g. mountaineering, climbing, mountain biking, caving, hill walking, scrambling

Water activities, e.g. kayaking, canoeing, sailing, rowing, scuba diving, wind surfing, surfing, kite surfing

Advanced skills:

National governing bodies for adventure sports, instructor qualifications, e.g. rock climbing – knots and pulleys

Safety procedures:

Sole person in the group lost, a lost group, first-aid situations, emergency contact procedures, emergency services contact procedure, equipment failure.

LO3 Demonstrate leadership during an outdoor and adventurous activity session

Session planning:

Introduction to the topic, activity-specific warm-up activity, main body of session, skills learned, different activities and games to demonstrate learned skills, time to practise skills.

Instruction methods:

E.g. EDIP (explain, demonstrate, imitate, practice), IDEAS (introduce, demonstrate, explain, activity, summary), whole – part – whole, discovery learning.

Preparation for the session:

Risk assessments for the specific activity

Choice of appropriate location, activity and appropriate equipment for the group

Outcomes for the session, e.g. fun, enjoyment, skill development, specific skill competence.

Deliver a session:

Length of session and outcomes

Group management techniques, e.g. laissez-fair, autocratic, instructor lead, participant lead, discovery learning, group control

Situational leadership, e.g. checking that the leadership style is appropriate for the environment, activity or outcome.

Demonstrate leadership of an outdoor session:

Active role, use of a plan, management skills, prioritising workloads, working within organisational constraints, correct size of team for task, clear coordination and communication, liaising correctly with team and external individuals and/or service users.

LO4 Review performance and plan for skills development in outdoor and adventurous activities

Review own skills, responsibilities and role in the session:

Use of assessment criteria, other training providers, e.g. Mountain Leader Training England (MLTE), British Canoe Union (BCU), self/peer reflection

Current engagement in continuing professional development (CPD), future recommendations for CPD, training for different goals, formal and informal learning, the need for training with a focus on an event, potential barriers to learning.

Skills audit and action plans for development:

Assess current skill levels across outdoor and adventurous activities

Create personal development action plans to develop current skill set

SMART targets, SWOT analysis, performance indicators and check points.

Stages of skill acquisition:

What is a skill and how do we learn them?

Cognitive, associative and autonomous stages of skill acquisition

The links between skills acquisition, competence of the individual and the level of risk exposed to.

Skill acquisition theories:

Use of theories to enhance teaching of skills in the outdoor environment, e.g. Fitts and Posner's Three Stages of Motor Learning, Clark Hull Drive Reduction Theory, Dreyfus' Model of Skill Acquisition, experiential education theories, group development theories, Kurt Hahn, Willi Unsoeld.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities		LO1 and LO2 D1 Evaluate the impact that planning for risk and effective decision making has on the outcomes of an activity session.
P1 Explain the steps taken to reduce the potential and specific risks inherent in outdoor and adventurous activities. P2 Assess the impact of the decision-making process on the outcome of an activity session.	M1 Analyse the impact that planning for risk and effective decision making has on the outcomes of an activity session.	
LO2 Undertake a range of outdoor and adventurous activities		
P3 Demonstrate skill progression in outdoor and adventurous activities. P4 Explain the emergency procedures required to deal with potential problems in outdoor adventurous activities.	M2 Demonstrate advanced skills as laid out by national governing bodies in outdoor and adventurous activities.	LO3 and LO4 D2 Evaluate the process of skills acquisition in the outdoor environment.
LO3 Demonstrate leadership during and outdoor and adventurous activity session		
P5 Plan an outdoor and an adventurous activity session. P6 Deliver an outdoor and an adventurous activity session, using appropriate group management techniques.	M3 Lead an outdoor and an adventurous activity session, using effective group management techniques.	

Pass	Merit	Distinction
<p>LO4 Review performance and plan for skills development in outdoor and adventurous activities.</p>		
<p>P7 Review performance and carry out a personal outdoor skills audit, producing action plans for skills development in outdoor activities.</p> <p>P8 Explain skill acquisition and the stages of outdoor skills development.</p>	<p>M4 Analyse the process of skills acquisition in the outdoor environment.</p>	

Recommended resources

Textbooks

- BARTON, B. (2007) *Safety, Risk and Adventure in Outdoor Activities*. London: Sage Publications.
- MORTLOCK, C. (2004) *The Adventure Alternative*. Cumbria: Cicerone Press.
- PRIEST, S. and GASS, M. (2005) *Effective Leadership in Adventure Programming*. 2nd edn. Leeds: Human Kinetics.

Suggested models

- ADAIR, J.E. (1973) *Action-centred Leadership*
- DREYFUS, E. (2004) *The Five-stage Model of Adult Skill Acquisition*
- HERSEY, P. and BLANCHARD, K. H. (1977) *Situational Leadership Model*
- KNAPP, B. (1967) *The Open and Closed Continuum*
- KOLB, D. (1984) *Experiential Learning Cycle*
- MARTIN and PRIEST (1986) Priest (1999) *The Adventure Experience Paradigm*
- MORTLOCK, C. (1984) *Adventure States*
- TANNENBAUM and SCHMIDT (1957) *Leadership Continuum*

Websites

- | | |
|--|---|
| britishcanoeing.org | British Canoeing
(General reference) |
| thebmc.uk | The British Mountaineering Council
(General reference) |
| britishcycling.org | British Cycling
(General reference) |
| rya.org | The Royal Yachting Association
(General Reference) |
| personal-coaching-information.com | Personal Coaching Information
Effective coaching models
(General reference) |

Links

This unit links to the following related units:

Unit 20: Event Management and Safety

Unit 40: Management of an Outdoor Event

Unit 42: Expedition Planning

Unit 45: Training, Coaching and Mentoring Techniques.

Unit 22: Fitness Preparation and Testing

Unit code	R/616/7203
Unit level	4
Credit value	15

Introduction

Physical aptitude assessments have always been thought useful in identifying an individual's current status and areas of weakness, and for tracking progress. In some instances within the public sector, they have been used to introduce an element of competition into training that would motivate public servants to beat their own scores and those of their peers. The 21st century has brought new challenges for members of the public sector. It is becoming increasingly important to recruit the most suitable individuals capable of coping with both the physical and mental demands of their chosen public-sector services.

This unit explores the requirements, skills, knowledge and understanding to conduct specific fitness tests for the public sector and to interpret the results. The topics included in this unit are entrance fitness requirements for a chosen public service; the reliability, validity and practicality of the fitness tests; fitness test classifications; test sequencing; Health and Safety; pre-exercise screening; analysis of data and fitness profiles.

On successful completion of this unit, students will be able to select, perform and justify a fitness test battery for their chosen public service and interpret the outcomes as part of a fitness profile. In addition to this, students will be able to consider the practicalities of the test protocols while gaining the practical skills and competencies required to perform these tests.

Learning Outcomes

By the end of this unit students will be able to:

1. Define the fitness requirements for entry into different public services
2. Define the reliability, validity and practicality of fitness tests for a chosen public service
3. Conduct a series of fitness tests for a chosen public service
4. Design a fitness programme using the periodisation model based on the results from the fitness tests undertaken for a chosen public service.

Essential content

LO1 Define the fitness requirements for entry into different public services

Fitness requirements:

Fitness requirements for the police, prison service, armed forces, fire service

Rationale for differences between entry requirements for different public services

Reasons for the inclusion of particular tests within public services.

Fitness tests:

Risk factor evaluation, medical history and informed consent

Types of fitness test, e.g. health, flexibility, muscular strength, muscular endurance, aerobic endurance, speed and power.

Job-specific public services fitness tests:

Emergency services, armed services and protective service.

LO2 Define the reliability, validity and practicality of fitness tests for a chosen public service

Validity:

Concept

Types of validity, e.g. construct, face, content, criterion-referenced, concurrent, predictive, discriminant.

Reliability:

Concept

Types of reliability, e.g. absolute and relative.

Practicality:

Health and Safety protocols, e.g. pre-exercise screening, selecting suitable tests based on public services physical requirements, calibration of equipment, test sequencing, test duration and organisation of the tests.

LO3 **Conduct a series of fitness tests for a chosen public service**

Maximal fitness tests:

Muscular strength, e.g. 1 rep-max, hand grip

Muscular endurance, e.g. the number of press-ups and sit-ups performed in one minute

Maximum oxygen uptake, e.g. multistage fitness, 1.5 mile run

Health screening and body assessments:

Body composition:

Body measurements, e.g. height, body weight, body fat percentage, body mass index (BMI), waist girth and waist-to-hip ratio

Typical Basal metabolic rate

Resting heart rate, heart rate training zones, blood pressure

Monitor fitness tests:

Equipment, e.g. pedometers, heart rate monitors and GPS-based devices, training diaries, online training software.

LO4 **Design a fitness programme using the periodisation model based on the results from the fitness tests undertaken for a chosen public service**

Test results:

Public services norms

Comparing tests scores

Analysis of the data

Data presentation.

Fitness profiles:

Evaluation of data

Strengths

Areas for improvement

Recommendation

Producing reports.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Define the fitness requirements for entry into different public services		D1 Justify the entrance requirements for a range of protective services.
P1 Describe the entrance fitness requirements for a range of protective services. P2 Outline the fitness tests required for a range of protective services.	M1 Compare the entrance requirements for a range of protective services.	
LO2 Define the reliability, validity and practicality of fitness tests for a chosen public service		D2 Analyse the validity, reliability and practicality of fitness tests for a chosen public service.
P3 Define the validity of fitness tests for a chosen public service. P4 Define the reliability and practicality of fitness tests for a chosen public service.	M2 Explain the validity of fitness tests for a chosen public service. M3 Explain the reliability and practicality of fitness tests for a chosen public service.	
LO3 Conduct a series of fitness tests for a chosen public service		D3 Justify maximal and sub-maximal fitness tests for a chosen uniformed public service.
P5 Carry out maximal fitness tests for a chosen public service. P6 Carry out sub-maximal fitness tests for a chosen public service.	M4 Apply appropriate techniques to collect the data of maximal and sub-maximal fitness tests for a chosen uniformed public service.	
LO4 Design a fitness programme using the periodisation model based on the results from the fitness tests undertaken for a chosen public service		D4 Justify recommendations for further development.
P7 Explain the results of fitness tests undertaken by a potential member of the public services. P8 Design a fitness programme for a potential member of the public services.	M5 Identify recommendations for further development.	

Recommended resources

Textbooks

ACEVEDO, E.O. and STARKS, M.A. (2011) *Exercise Testing and Prescription Lab Manual*. 2nd edn. Leeds: Human Kinetics.

BAECHLE, T.R., and EARLE, R.W. (2008) *Essentials of Strength Training and Conditioning*. 3rd edn. Leeds: Human Kinetics.

HOWLEY, E.T. and THOMPSON, D.L. (2016) *Fitness Professional's Handbook*. 7th edn. Leeds: Human Kinetics.

Websites

armyfitnesstest.co.uk	The Army Fitness Test website (General reference)
policeuk.com	Police UK (General reference)
royalnavy.mod.uk	Royal Navy Advice and guidance, exercises, nutrition. (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 39: Physical Activity, Lifestyle and Health

Unit 41: Advanced Fitness and Health.

Unit 23: Third Sector and Public Services

Unit code	Y/616/7204
Unit level	4
Credit value	15

Introduction

The third sector is a term used to describe the range of organisations that are neither public sector nor private sector. It can include voluntary and community groups, charities, social enterprises, mutuals and co-operatives. The role of third sector organisations in supporting the delivery of public services has been an area of huge growth in recent times, and is now viewed as fundamental to sustainability.

This unit is designed to develop an understanding of what the third sector is, how it has developed and the role of such organisations in public services delivery and support. It will provide students with the opportunity to explore the need for, as well as the role of, the third sector in relation to the public services and their role within society. Students will explore the historical context of the third sector, the functions, roles and responsibilities of third sector organisations, specifically in delivery of public services, and the benefits and barriers to using the third sector to support public services. Through real-world case study analysis, students will investigate examples of third sector public service delivery and consider its effectiveness.

On successful completion of the unit, students will have examined the recent historical context of third sector involvement with the public services, discussed the role of third sector organisations in society, explored examples of third sector organisations delivering public services, and analysed the benefits and barriers of third-sector organisations working in partnership with the public services.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the recent historical context of third sector involvement with the public services
2. Investigate the role of third sector organisations in society
3. Explore examples of third sector organisations delivering public services
4. Review the benefits and barriers of third sector organisations working in partnership with the public services.

Essential content

LO1 Examine the recent historical context of third sector involvement with the public services

Third sector:

Third sector organisations (TSOs), e.g. voluntary, community organisations, charities, self-help groups, community groups, social enterprises, mutual and co-operatives

Independent from government, values-driven

Reinvest surpluses to further their social, environmental or cultural objective.

Organisations:

E.g. NSPCC, Oxfam, Shelter, Red Cross, Samaritans, UNICEF, RNLI, Salvation Army, Big Issue, St John Ambulance, Rape Crisis.

Recent historical context:

1990s, e.g. mixed economy of welfare in social care, NHS and Community Care Act 1990, public sector contracts, service delivery, campaigning, advocacy, CENTRIS report 'Voluntary Action' 1993, Deakin report 1996, partnership culture versus contract culture.

1997-2010, e.g. development of delivery across other public service areas, rapid outsourcing, commission and contracting, 1998 'National Compact' between government and voluntary sector, 2002 HM Treasury 'Cost-Cutting' Review, Futurebuilders, ChangeUp, Office of the Third Sector action plan for third sector involvement in public services 2006, review of commissioning process.

2010-today, e.g. Green Paper 'A Stronger Society: Voluntary Action in the 21st Century', Conservative idea of the 'Big Society', Compact renewal following establishment of coalition Government, Charities Act 2011.

LO2 Investigate the role of third sector organisations in society

Enabling voice and campaigning:

Listening to communities, representing groups, campaigning for change, commissioning and carrying out research, informing policy development, consultation.

Strengthening communities:

Bringing people together, providing essential local services, working with local authorities, running community groups, acting as a bridge between community and government, regeneration of areas, encouraging volunteering or mentoring, offering opportunities to volunteer or mentor, supporting disadvantaged or disaffected communities.

Transforming public services:

Advising and supporting the design of public services, delivering services, identifying needs, developing innovative approaches, improving services.

LO3 Explore examples of third sector organisations delivering public services

Work of third-sector organisations:

E.g. community engagement, supporting marginalised groups, meeting public need

Filling gaps within the private and public sectors, outsourcing of services, supporting front line services, filling gaps due to budgetary restrictions, highlighting cases to public services

Long-term support for victims, engaging vulnerable groups and disaffected individuals

Housing, legal or advocacy advice

Community transport

Mental health services, addiction, rehabilitation and support, pastoral and emotional support

Extra-curricular activities for young people

Home care and interaction for the elderly

Food and clothing for those in need

Long-term communication and/or friendship, mentor roles

Employment support

Education programmes.

Third-sector organisations delivering public services:

Ambulance services, e.g. St John Ambulance

Housing, e.g. social housing, care homes, retirement home, supported housing, e.g. Joseph Rowntree Housing Trust

Legal or advocacy advice, e.g. Citizens Advice

Health and social care, e.g. British Red Cross

Children's services, e.g. Barnardo's

Probation services, e.g. NACRO, G4S

Community transport, e.g. ECT

Therapy and mental health services, e.g. Mind

Substance misuse work, e.g. Addaction

Search and rescue, e.g. RNLI

Sexual health, e.g. FPA.

LO4 Review the benefits and barriers of third sector organisations working in partnership with the public services

Partnership working:

In innovation, e.g. pioneering approaches to prevent youth offending, Partner in designing services, e.g. the Royal National Institute for the Deaf has worked closely with the Department of Health (DH) to develop better audiology services

In delivering services, e.g. St John Ambulance operates some NHS ambulance services

In campaigning for change, e.g. third sector organisations have been instrumental in ensuring greater service access for those with disabilities and the development of services, e.g. better childcare.

Benefits:

E.g. engaging users, empowering communities, high levels of public trust, confidence and respect, tailored services, personalised approach, community-focused, innovative problem solving, opportunity for contributing to public service transformation, ability to deliver outcomes, understanding the needs of service users and communities.

Barriers:

E.g. location of organisation and location of contract

Knowledge and understanding of commissioning process

Range of contracts available

Process involved in applying for funding and bidding for contracts

Help, advice and support provided by statutory bodies when applying for grants and bidding for contracts

Opportunity for three-year or longer local funding/contracts

Ability to recover overheads, as well as direct costs, through statutory funding

Timely payment by statutory bodies

Administration involved in receiving funding/maintaining contracts

Excessive burden of monitoring and evaluation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the recent historical context of third sector involvement with the public services		D1 Evaluate the impact of governmental reviews and reports in shaping the use of third sector organisations.
P1 Explain key events that have shaped the work of third sector organisations.	M1 Analyse how the work of third sector organisations has developed.	
LO2 Investigate the role of third sector organisations in society		LO2, LO3 and LO4 D2 Justify the use of third sector organisations to deliver or support delivery of public services.
P2 Identify the types of work that third sector organisations are involved in.	M2 Analyse the role of third-sector organisations within society.	
LO3 Explore examples of third sector organisations delivering public services		
P3 Outline types of public service delivered by third sector organisations. P4 Define examples of third sector organisations delivering public services.	M3 Compare services delivered by third sector organisations and the public services, using real-world examples.	
LO4 Review the benefits and barriers of third sector organisations working in partnership with the public services.		
P5 Outline the ways in which third sector organisations work in partnership with public services. P6 Explain the benefits and barriers to using third sector organisations for public service delivery.	M4 Analyse the benefits and barriers of third sector organisations working in partnership with the public services.	

Recommended resources

Textbooks

BRIDGE, S., MURTAGH, B. and O'NEIL, K. (2008) *Understanding the Social Economy and the Third Sector*. London: Palgrave.

CUNNINGHAM, I. and JAMES, P. (2011). *Voluntary Organisations and Public Service Delivery*. London: Routledge.

REES, J. and MULLINS, D. (2017) *The Third Sector Delivering Public Services: Developments, Innovations and Challenges (Third Sector Research Series)*. Bristol: Policy Press.

Websites

birmingham.ac.uk	Third Sector Research Centre (Research)
compactvoice.org	Compact Voice (General reference)
gov.uk	Voluntary Sector Civil Protection Forum (VSCPF) (General reference)
ncvo.org	National Council for Voluntary Organisations (General reference)
thirdsector.co.uk	Third Sector (General reference)

Links

This unit links to the following related units:

Unit 4: Public Services in Contemporary Society

Unit 11: Community Engagement

Unit 24: Work Exposure

Unit 53: Work-based Experience.

Unit 24: Work Exposure

Unit code	D/616/7205
Unit level	4
Credit value	15

Introduction

Employability skills are crucial to gaining employment within the public services sector and, therefore, opportunities for work exposure will give potential employees the opportunity to assess the skill requirements of different career routes. This will enable them to identify different career pathways that may be of interest to them and assess their own personal and professional developments needs in relation to the specific roles within the public services sector.

This unit introduces students to different organisations within the public services sector, their workings and how they are structured. From this, students will develop an understanding of employability skills and how they are used in different jobs within the public services sector. They will consider skills such as problem solving, organisation, time management, communication, teamwork and leadership. Students will also have the opportunity to learn by shadowing/observing a range of individuals working in the public services sector and reviewing how these professionals utilised relevant skills effectively in real-life situations.

On successful completion of this unit, students will be able to demonstrate an awareness of how to use employability skills in a professional working environment. They will also develop the ability to evaluate when they are used effectively – which is crucial, not only to gain employment in the public services sector, but to facilitate career progression.

Learning Outcomes

By the end of this unit students will be able to:

1. Outline the structure of organisations within the public services sector
2. Examine employability skills relevant to the public services sector
3. Observe employability skills in action through work exposure
4. Review the use of employability skills through work exposure.

Essential content

LO1 Outline the structure of organisations within the public services sector

Organisations in the public services sector:

Emergency services, e.g. police, fire, ambulance

The armed forces, e.g. Army, Royal Navy, Royal Marines, Royal Air Force

Other uniformed services, e.g. Prison Service, Border and Immigration Agency, Revenue and Customs, Maritime and Coast Guard Agency

Government, e.g. central, regional, local

Supporting organisations, e.g. charities, social enterprises, voluntary groups (e.g. third sector role in supporting delivery of services).

Sectors:

Public, private, voluntary, public/private partnerships

Employment contracts offered, e.g. full-time, part-time, fixed-term contract, zero-hours contract, apprenticeships, self-employment (independent, subcontracted).

Structure of organisations:

Structure, e.g. levels of employment/hierarchical, committees, consultation groups, forums, working groups, funding, lines of communication within and external to the organisation, mission, values and objectives (mission statements, equality of access and opportunity), profits and market share, key legal responsibilities to the consumer and employee (e.g. data protection, Health and Safety), ethical practices, other stakeholders involved, link to National occupational standards.

Purpose of organisations:

Associated benefits of organisations, e.g. cross-cutting agendas (anti-crime, pro-health, pro-education, regeneration, anti-doping), improving performance, providing opportunities, developing healthy and safe communities.

Role of organisation:

E.g. participation, performance, enabling and facilitation, direct delivery, strategic, operational, advisory.

LO2 Examine employability skills relevant to the public services sector

Skills:

Qualities, e.g. reliability, commitment, resilience, empathy, self-discipline, creativity, problem solving, initiative, confident, motivated

Communication skills, e.g. verbal and non-verbal (awareness and use of body language, effective listening, respect of others' opinions, openness and responsiveness, formal and informal communication, negotiation, persuasion, assertiveness, presentation skills, conflict management, directives, engagement in team meetings)

IT skills, e.g. use of Microsoft packages (Microsoft Word, OneNote, Excel and PowerPoint), presentation skills using ICT and alternative methods.

Time management, e.g. organisational skills, prioritising workloads, setting work objectives, making and keeping appointments, using initiative, time for learning, reliable estimate of task time

Working with others, e.g. teamwork, flexibility/adaptability, social skills, cooperation, team building (selecting team members, e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles)

Effective leadership skills, e.g. setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

Problem solving, e.g. identification of the problem, problem analysis and clarification, researching changes in the workplace, generating solutions, choosing a solution, selecting and implementing the correct solution (e.g. timescales, stages, resources), evaluation of whether the problem was solved or not, measurement of solution against desired outcomes, sustainability of solution.

Skills assessment:

Methods of assessment, e.g. questionnaires, interview, video analysis, observation

Self-appraisal, e.g. skills audit (personal profile using appropriate self-assessment tools, SWOT analysis (strengths, weaknesses, opportunities, threats).

LO3 **Observe employability skills in action through work exposure**

Observation of employability skills:

Roles, positions and posts

Location, e.g. in house within place of study, within external organisation

Development of observation checklist, e.g. purpose, format, content.

Skills:

Qualities, e.g. commitment, resilience, empathy, self-discipline, creativity, problem solving, initiative, confident, motivated

Communication skills, e.g. verbal and non-verbal (awareness and use of body language, effective listening, respect of others' opinions, openness and responsiveness, formal and informal communication, negotiation, persuasion, assertiveness, presentation skills, conflict management, directives, engagement in team meetings

IT skills e.g. use of Microsoft packages (Microsoft Word, OneNote, Excel and Powerpoint), presentation skills using ICT and alternative methods.

Time management, e.g. organisational skills, prioritising workloads, setting work objectives, making and keeping appointments, using initiative, time for learning, reliable estimate of task time

Working with others. e.g. teamwork, flexibility/adaptability, social skills, cooperation, team building (selecting team members, e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles)

Effective leadership skills, e.g. setting direction, setting standards, motivating, innovative, responsive, effective communicator, reliability, consistency

Problem solving, e.g. identification of the problem, problem analysis and clarification, researching changes in the workplace, generating solutions, choosing a solution, selecting and implementing the correct solution (e.g. timescales, stages, resources), evaluation of whether the problem was solved or not, measurement of solution against desired outcomes, sustainability of solution.

LO4 **Review the use of employability skills through work exposure**

Review of observation:

Effectiveness, e.g. strengths, areas for improvement, recommendations for future development and professional development, links to job description and person specification, use of skills relevant to role in organisation

Methods of evaluation, e.g. interviews, observation, use of colleague to peer assess.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Outline the structure of organisations within the public services sector		D1 Evaluate key differences that exist between organisations in the public services sector.
P1 Explain the structure of organisations within the public services sector. P2 Identify employment opportunities within different organisations in the public services sector.	M1 Analyse the structure of different organisations within the public services sector.	
LO2 Examine employability skills relevant to the public services sector		D2 Justify the skill requirements of different job roles in the public services sector.
P3 Assess employability skills relevant to the public services sector. P4 Explain the skill requirements of different job roles in the public services sector.	M2 Analyse the skill requirements of different job roles in the public services sector.	
LO3 Observe employability skills in action through work exposure		D3 Justify the use of employability skills by individuals working in the public services sector in relation to the demands of each role.
P5 Observe individuals working in the public services sector. P6 Explain employability skills used by individuals working in the public services sector.	M3 Analyse the different skills used by individuals working in the public services sector.	
LO4 Review the use of employability skills through work exposure.		D4 Evaluate the use of employability skills in different roles within the public services sector.
P7 Review the use of employability skills within different roles in the public services sector.	M4 Assess the strengths and areas for improvement of a range of individuals working in the public services sector.	

Recommended resources

Textbooks

FANTHOME, C. (2004) *Work Placements: A Survival Guide for Students*. London: Palgrave Macmillan.

HERBERT, I. and ROTHWELL, A. (2005). *Managing your Placement: A Skills Based Approach*. London: Palgrave Macmillan.

LUMLEY, M. and WILKINSON, J. (2013) *Developing Employability for Business*. Oxford: Oxford University Press.

ROOK, S. (2013) *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment*. New York: Palgrave Macmillan.

ROOK, S. (2015) *Work Experience, Placement and Internships*. London: Palgrave Macmillan.

Website

prospects.ac.uk	Prospects (General reference)
publicsectorjobs.net	Public Sector Jobs (General reference)
theguardian.com	The Guardian (General reference)

Links

This unit links to the following related units:

Unit 11: Community Engagement

Unit 13: Personal and Professional Development

Unit 24: Work Exposure

Unit 30: Reflective Professional Practice

Unit 53: Work-based Experience

Unit 25: Technology in the Public Services

Unit code	H/616/7206
Unit level	4
Credit value	15

Introduction

Effective use of technology is at the heart of the operation of public services in the 21st century. UK governments have invested heavily in the design and implementation of technology projects for specific public service organisations as there is no doubt that modern technology can support effective public service delivery. The benefits of using technology for public service organisations in an evolving technological era are many.

In this unit, students will learn to identify the range of technology used by public service organisations. They will explore the ways in which technology supports organisations, their suppliers and their customers and enhances the delivery of public services in the UK. Students will have the opportunity to investigate the range of technology systems being used by the public services, central and local government and how they are used, what impact they have and the potential for future developments. Students will assess the benefits of the use of technology by public service organisations, their personnel, suppliers and service users.

Students will develop skills which are relevant to working within the public sector, for example, civil protection, crime and criminal justice, public service management and blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Identify the types of technology used in the public services
2. Investigate how public service technology is deployed
3. Compare the impact of technology on different public services
4. Review developments in public service technologies and future directions.

Essential content

LO1 Identify the types of technology used in the public services

Communications:

Radio, e.g. airwave, Bowman

Mobile communications

Cormorant digital voice and LAN

Satellite communications, e.g. Skynet

Mobile data terminals

Ptarmigan digital tactical systems

Email.

Defence:

Personal protective equipment (PPE), e.g. body armour, baton, restraints, incapacity spray, helmets, Nuclear Biological Chemical (NBC) suits, breathing apparatus

Vehicles, e.g. military and emergency, air-based, water-based and land-based

Weapons technology.

Surveillance and detection:

GPS tracking, RADAR, SONAR, CCTV, audio monitoring, thermal imaging, infrared

Uses in counter-terrorism, e.g. phone tapping

Issues of civil liberties and abuse of power

Forensic:

Forensic technology, e.g. deoxyribonucleic acid (DNA) analysis, ballistics identification systems, SmartWater, fire investigation, photography, fluids and fibre analysis, light sources, spectroscopy, glass refractive index measurement,

Databases, managing data, preservation of electronic evidence, fraud prevention, transaction monitoring systems, network breaches.

LO2 Investigate how public service technology is deployed

In the UK:

Major incidents, e.g. floods in Boscastle and South Yorkshire, shootings in Cumbria, fuel depot fire at Buncefield

Public order incidents

Crime prevention and detection

Emergency response

Counter-terrorism, child exploitation and online protection (CEOP)

Public relations activities.

Overseas:

Peacekeeping

War and conflict;

Overseas policing operations

Counter-terrorism

Intelligence gathering

Disaster response, e.g. Asian tsunami, Haitian earthquake

Rescue and evacuation.

LO3 Compare the impact of technology on different public services

Impact on staff:

Issues of resistance to change

Over-reliance on technology leading to a deskilling of staff

Increased training needs

Reductions in staffing

Changes to job roles

Impact on performance:

Operational effectiveness

Efficiency based on assessment of risk

Meeting targets

Public perception and satisfaction

Ability to respond to changing social and political landscapes.

Impact on recruitment and training:

Impact on initial recruitment and educational level of applicants, e.g. information communication technology (ICT) experience

Impact on initial training, e.g. need for ICT training

Impact on retraining

Impact on safety and liability in training, e.g. testing knowledge of use of restraints and incapacitant spray.

Financial impact:

Public spending review

Tendering

Costs

Supporting UK industry

Technological inflation

Updating equipment

Procurement.

LO4 Review developments in public service technologies and future directions

Developments:

Online simulations and training, virtual environments, e.g. use of Second Life for paramedic triage training

Use of gaming technologies to develop teamwork and leadership

Soldier exoskeletons

Augmented reality

Robotics

Holographic

Nanotechnology

Fuel cell technology, developments in biometrics.

Implications:

Dependence on technology

Environmental impact

Sustainability

Economic costs.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Identify the types of technology used in the public services			LO1 and LO2 D1 Evaluate the use of different types of technology and their deployment in public service delivery.
P1 Identify the types of technology used in the public services.	M1 Assess the types of technology used in the public services with application to specific services and their use.		
LO2 Investigate how public service technology is deployed			
P2 Outline how public services technology is deployed.	M2 Analyse why public service technology is deployed.		
LO3 Compare the impact of technology on different public services			LO3 and LO4 D2 Evaluate the impact of technology on the development of a specific public service, with recommendations for future directions of the use of technology in enhancing services.
P3 Define the impact of technology on different public services as an organisation and for the service user.	M3 Analyse the impact of technology on two specific public services.		
LO4 Review developments in public service technologies and future directions			
P4 Identify contemporary developments in public service technologies.	M4 Assess the impact of the developments on public service delivery.		

Recommended resources

Textbooks

POLLITT, C. (2012) *New Perspectives on Public Services: Place and Technology*. Oxford: Oxford University Press.

WEERAKKODY, V. (2012) *Technology Enabled Transformation of the Public Sector: Advances in E Government*. Hershey, PA: Information Science Reference.

Journals

BEKKERS, V.J.J.M., VAN DUIVENBODEN, H. and THAENS, M. (2006) *Information and Communication Technology and Public Service Innovation*, vol 12, Amsterdam: IOS Press.

Websites

aace.org	Association of Ambulance Chief Executives (General reference)
cebcp.org	Centre for Evidence-based Crime Policy (General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 4: Public Services in Contemporary Society

Unit 36: Understanding and Leading Change.

Unit 26: Care in Custody

Unit code	K/616/7207
Unit level	4
Credit value	15

Introduction

Over the last one hundred years, prisons have undergone numerous reforms: from workhouses and holding pens to places of reform and rehabilitation. At the same time, the role of prison service employees has evolved from a turnkey to that of a custodial officer responsible for assisting with the process of rehabilitation of offenders.

This unit has been designed for students to develop an understanding of the ways in which prisons operate and how offenders are cared for while in custody. It will include topics such as the different types of custodial environment and the protocols for ensuring security and control in prisons. Students will investigate the procedures for receiving and discharging individuals from prison as well as the internal and external support from departments and organisations that is available to prisoners.

On successful completion of the unit, students will have examined the nature and context of custodial care; discussed the receiving and discharging procedures for prisoners; assessed how security and control are managed in the custodial environment; and investigated the care and support services available to prisoners.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the nature and context of custodial care
2. Identify the receiving and discharging procedures for prisoners
3. Assess how security and control are managed in the custodial environment
4. Investigate the care and support services available to prisoners.

Essential content

LO1 Investigate the nature and context of custodial care

Types of custodial environment:

Police custody, prison, Immigration Removal Centre (IRC), secure accommodation, secure hospital.

Types of sentence:

Detention and Training Orders (DTO), life, indeterminate, determinate, suspended, concurrent, consecutive.

Types of prison:

Private and state-run

Male, female, youth custody

High security, Category B, C

Open and closed prisons

Remand, local, dispersal.

LO2 Identify the receiving and discharging procedures for prisoners

Receiving prisoners:

Recording essential information on first reception

Searching and security requirements

Reception procedures, e.g. listing property, health checks, reception interview with personal officer, induction into prison, first night in custody, induction to custody

Introduction to voluntary sector organisations and support, e.g. prison chaplaincy

Remand and sentenced prisoner procedures

Prison Service Instruction 07/2015.

Discharging prisoners:

Types of release, e.g. release on temporary licence (ROTL), parole, Home Detention Curfew (HDC), automatic release

Procedures used to discharge individuals from the custodial environment

Identification of individual's needs on release, e.g. health, accommodation, security

Reasons for, and terms of, an individual's release

Pre-release conditions, e.g. payment of fines

Financial assistance, Jobseekers Allowance (JSA), discharge grant, travel warrant

Supervision appointment and contact with probation

Completion of documentation and records

Resettlement, 'through the gate' services, community rehabilitation companies (CRCs)

Prison Service Instruction 72/2011.

LO3 Assess how security and control are managed in the custodial environment

Physical security:

Importance in custodial environment, e.g. locks, cells/rooms (in youth custody), alarms, fences, gates

Security of surrounding area

Patrolling

Checks of all security areas

Search equipment

Definition of search area

History of custodial environments and design

Security training, e.g. control and restraint

Comparison with the United States

Prison riots, e.g. Strangeways (HMP Manchester) and Ford Open Prison.

Dynamic security:

Role of prison officer, e.g. normal activities, movement of individuals, domestic visits, official visits

Constructive regimes

Intelligence systems, e.g. collection of intelligence, analysis

Importance of good relationships between staff and offenders/young people in youth custody

Role modelling

Importance of a secure environment

Lock down

Avoidance of conditioning

Confidentiality.

Procedural security:

Importance of security procedures

Identifying possible security risks and ways to deal with them

Dealing with physical risks and isolating them, e.g. self-harm, bullying and suicide
– PS0 2700

Completion of associated documents and records

Categorisation of custodial environments by the risk presented by the offenders held and the different security measures employed in each, e.g. Category A, B, C, open prisons, youth custody (four establishments and one secure training centre), female establishments, e.g. HMP Styal

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

Searches:

Importance of correct and thorough searches

Respecting individuals and their property, respecting religious beliefs

Types of search, e.g. procedure, use, limitations

Conducting searches on individuals, e.g. cooperative, uncooperative, children

Searching of prisoners/young people in youth custody, visitors, staff, official visitors

Searching of vehicles and property

Prohibited items, e.g. ICT and phones, drugs, alcohol, weapons

Use of dogs

Human Rights Act 1998.

Control measures:

Responding to breaches of prison rules, e.g. fighting, use of verbal cautions

Use of report writing

Adjudications and punishment

Incentives to behave, e.g. Incentive and Earned Privileges Scheme (IEPs)

Assessing need for control and restraint (CandR) techniques, appropriate technique for situation

Segregation

Sentencing planning targets

Internal relocation, e.g. moving wings

Out-of-area transfers, e.g. for sentence planning or discipline reasons.

Threats to security and control:

E.g. psychoactive substances, drugs, mobile phones, drones.

LO4 Investigate the care and support services available to prisoners

Pathways to reducing reoffending:

Accommodation and support

Education, training and employment

Health

Drugs and alcohol

Finance, benefits and debt

Children and families

Attitudes, thinking and behaviour.

Support departments:

Healthcare, e.g. mental health, dentist

Offender Management Unit (OMU)

Resettlement

Education

Chaplaincy

Offending Behaviour Programmes (OBPs)

Visits.

Supporting charities:

E.g. NACRO, St Giles Trust, the Princes Trust, Shannon Trust, Prison Advice and Care Trust (PACT).

Role of staff:

Personal officer scheme

Mentor support

Observe and monitor, listen, report writing, e.g. parole, transfer.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the nature and context of custodial care		D1 Assess the need for different types of prison.
<p>P1 Explain the different types of custodial environment.</p> <p>P2 Outline the different types of prison and sentence.</p>	<p>M1 Compare the similarities and differences between two different types of custodial environment.</p>	
LO2 Identify the receiving and discharging procedures for prisoners		D2 Evaluate the current discharging procedures for prisoners.
<p>P3 Explain the procedures for receiving prisoners into the custodial environment.</p> <p>P4 Explain the procedures for discharging prisoners from custody.</p>	<p>M2 Analyse the impact of reception procedures on the wellbeing of first-time offenders.</p>	
LO3 Assess how security and control are managed in the custodial environment		D3 Analyse the relationship between security and control measures in prisons.
<p>P5 Explain the different types of security in operation in the custodial environment, giving examples.</p> <p>P6 Outline the control measures that are in operation in the custodial environment.</p>	<p>M3 Assess the emerging threats to security and control in the prison environment.</p>	
LO4 Investigate the care and support services available to prisoners.		D4 Evaluate the role of prison officers in providing care and support to prisoners.
<p>P7 Identify the support departments available in prisons.</p> <p>P8 Define the charities which offer support in the custodial environment.</p>	<p>M4 Explore the care and support services available in prison that support the reduction of reoffending.</p>	

Recommended resources

Textbooks

CAVADINO, M. and DIGNAN, J. (2007) *The Penal System: An Introduction*. 4th edn. London: Sage Publications.

JEWKES, Y. (2007) *Handbook on Prisons*. Abingdon: Routledge.

SCOTT, D. and FLYNN, N. (2014) *Prisons and Punishment*. London: Sage Publications.

Websites

gov.uk	Crime, Justice and the Law (General reference)
gov.uk	HM Prison Service (General reference)
offendersfamilieshelpline.org	National Offenders' Families Helpline (General reference)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 33: Justice, Punishment and Rehabilitation

Unit 34: Theories of Crime

Unit 50: Offender Management.

Unit 27: Psychology of Behaviour

Unit code	T/616/7209
Unit level	4
Credit value	15

Introduction

Human behaviour is diverse and complex, with any one action potentially being explained in a number of ways depending on the perspective taken. The area of psychology seeks to explain human behaviour through the scientific study of the human mind. In particular, organisational psychology applies theory to the workplace to increase employee, employer and public satisfaction while criminal psychology seeks to understand the thoughts, intentions and reactions of offenders.

This unit has been designed to develop students' understanding of psychological approaches and how these are applied in the public services, before relating them to criminal behaviour. Students will explore theorists and their psychological theories, investigating how these are practically applied in the public service workplace, and looking at how they explain criminal behaviour. Students will consider the influence groups have on behaviour, including obedience, conformity, prejudice and discrimination, and assess why this is relevant to the public services.

On successful completion of the unit, students will have examined psychological perspectives; explored how psychological perspectives are applied in the public services; discussed the effect of social influence on behaviour; and investigated theories of criminal behaviour and causal factors.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate psychological perspectives
2. Identify the effect of social influence on behaviour
3. Investigate theories of criminal behaviour and causal factors
4. Assess how psychological perspectives are applied in the public services.

Essential content

LO1 Investigate psychological perspectives

Approaches:

Biological, psychodynamic, behaviourist, humanism, cognitive.

Biological perspective:

Nature versus nurture

Influence of genetics, physiology and natural selection

All thoughts, feeling and behaviour have a biological cause

Studies how the brain influences behaviour

Scientific approach, researched through animal studies, twin studies, and adoption studies

Theorists, e.g. Darwin, Goodall, Wilson.

Psychodynamic perspective:

Unconscious forces are the influence of people's behaviour and thinking

Associated with the work of Sigmund Freud (1920)

Three levels of the mind: conscious, preconscious, unconscious

Relationship between abnormal behaviour and unconscious underlying psychological processes

Three parts of human personality: id, ego, superego

Ego defence mechanisms can cause psychological problems if they are used too often, e.g. repression, regression, denial, projection, displacement

Contrast with contemporary psychodynamic approaches, e.g. Jung, Erikson, Klein, Horney, Fromm.

Behaviourist perspective:

People are controlled by their environment

All things we do, e.g. acting, thinking, feeling, should be treated as a behaviour

Focuses on behaviour that can be seen rather than the internal mental processes

Studies how humans learn and the impact of this on behaviour and relationships

All behaviours are learned: conditioning

Classical conditioning, e.g. learning by association, Pavlov, 'Little Albert' study

Operant conditioning, e.g. learning through reinforcement, B. F. Skinner

Contemporary learning theories, e.g. Bandura, Rotter, Kearsley.

Cognitive perspective:

Concerned with studying the mental processes of humans

Cognition is the process of thought/mental activity

The brain is an information-processing unit or computer, mental processes are similar to software

How information is processed influences feelings and behaviour

Internal mental processes alongside behaviour should be studied, n on-reliance on self-reported cognition

Key assumption that every 'functioning' brain processes information in the same way

Concerned with 'mental' functions, e.g. memory, perception, attention, language

Scientific approach

Proponents, e.g. Neisser, Piaget, Vygotsky, Kelly, Ellis, Beck.

Humanism perspective:

Humans are responsible for their own behaviour rather than just responding to others

Free will versus determinism

Holistic approach, e.g. looking at the whole person and their experiences rather than focusing on one specific aspect or part

Innate capacity for self-actualisation

Developed from the work of Abraham Maslow and Carl Rogers.

LO2 Identify the effect of social influence on behaviour

Group influence:

Social loafing, e.g. effect of personal effort when in a group, Latane et al (1979)

Deindividuation, e.g. effect of a crowd on personal responsibility (G20 riots, London riots), Zimbardo (1969), Diener et al (1976)

Bystander behaviour, e.g. bystander intervention, bystander apathy, Kitty Genovese, Latané and Darley (1968), diffusion of responsibility Pluralistic ignorance, e.g. Piliavin (1969), cost of helping, e.g. Bateson (1981), empathy altruism hypothesis, diffused responsibility, factors affecting the likelihood of bystander intervention, Schroeder et al (1995)

Implication for public services, e.g. working in teams, effect of others on own behaviour.

Conformity:

Effect of majority influence, group pressure or peer pressure

Compliance versus acceptance

Normative social influence and informational social influence

Effect of perception of emergency situation and effect of perceived expertise of others

Key studies, e.g. Sherif (1936), Asch (1951), Zimbardo Stanford Prison experiment (1973)

Implication for public services, e.g. law enforcers (the police), juries, politicians (influencers), prison officers.

Obedience:

Groups we obey, e.g. Linton (1945), superiors, family, older people, professionals, people with common interests

Key study: Milgram (1963), Hoffling (1966)

Factors affecting obedience, e.g. observation, buffers, authority, personal responsibility, prestige

Implications for public services, e.g. treatment of prisoners, organisational culture, rank structures, following orders and instructions.

Prejudice and discrimination:

Definitions, e.g. types and forms, situations where prejudice can occur

Reasons for prejudice and discrimination

Causal factors

Individual control of own behaviour and that of others

Effects and impact of prejudice and discrimination on the victim and the organisation

Implication for public services, e.g. organisational culture, institutional racism (institutional racism, Macpherson report), neutrality and equity in serving the public.

LO3 Investigate theories of criminal behaviour and causal factors

Theories:

Psychological theories of crime, e.g. Bowlby and maternal deprivation, social learning theory, rational choice theory, cognitive theory, Eysenck's biosocial theory

Validity of theories in explaining criminal behaviour.

Causal factors:

Genetic, e.g. parental and family

Social pressures, e.g. poverty, unemployment, substance misuse, homelessness, racism, stereotypes.

Influences:

Peer pressure, fashion and trends

On individuals and groups, e.g. ethnicity, religion, media; internet.

Factors affecting crime:

Social climate

Environment, e.g. poverty, housing, education, ethnicity, unemployment

Financial influences

Victimisation and repeat victimisation.

LO4 **Assess how psychological perspectives are applied in the public services**

Individuals:

Application of psychological perspectives and theories in the public services on an individual or personal level, e.g. styles of communication (submissive, assertive, aggressive, passive)

Learning styles, e.g. Kolb, Honey and Mumford, Fleming

Social learning theory, e.g. Bandura, Rotter, Kearsley

Leadership styles and motivation, e.g. Maslow, Rogers.

Teams:

Application of psychological perspectives and theories in the public services on a team or group level, e.g. team roles, personality types, group psychodynamics, psychodynamic theories of group tensions, studies of 'in' groups and 'out' groups (Guzzo)

Work on group performance, e.g. Tavistock Institute, conflict management, negotiation.

Offender interventions:

Application of psychological approaches

Pathways to reducing reoffending, e.g. accommodation, employment, training and education, health, drugs and alcohol, finance, benefit and debt, children and families, attitudes, thinking and behaviour

Community and prison-based offending behaviour programmes

Early intervention programmes

Youth programmes, youth offending teams

Multi-agency/partnership working.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate psychological perspectives		LO1 and LO2 D1 Analyse why an understanding and knowledge of psychological perspectives and social influence is relevant to the public services.
P1 Describe a range of psychological perspectives and how they explain human behaviour.	M1 Assess the similarities and differences between psychological perspectives in explaining human behaviour.	
LO2 Identify the effect of social influence on behaviour		D2 Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors.
P2 Define the research into group influence, conformity and obedience and how human behaviour is affected.	M2 Analyse the consequences of prejudice and discrimination within the public services.	
LO3 Investigate theories of criminal behaviour and causal factors		D3 Evaluate how psychological perspective is applied to the work of a range of public services.
P3 Outline the influences and factors which may contribute to criminal activity.	M3 Investigate the major theories of criminal behaviour.	
LO4 Assess how psychological perspectives are applied in the public services.		
P4 Explain how psychological perspectives can be applied by individuals in the public services. P5 Define how psychological perspectives can be applied to teams within the public services.	M4 Assess how psychology is practically applied by the public services to reduce criminal behaviour.	

Recommended resources

Textbooks

ARNOLD, J. and RANDALL, R. (2016). *Work Psychology: Understanding Human Behaviour in the Workplace*. 6th edn. Harlow: Pearson.

DOVIDO, J.F., HEWSTONE, M., GLICK, P. and ESSES, V.M. (2013). *The Sage Handbook of Prejudice, Stereotyping and Discrimination*. London: Sage Publications.

GROSS, R. (2015). *Psychology: The Science of Mind and Behaviour*. 7th edn. London: Hodder Education.

PAKES, F. and WINSTONE, J. (2007). *Psychology and Crime: Understanding and Tackling Offending Behaviour*. Devon: Willan Publishing.

Websites

behaviouralinsights.co.uk	The Behavioural Insights Team (General reference)
theguardian.com	The Guardian Successful public service design must focus on human behaviour (Article)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 13: Personal and Professional Development

Unit 30: Reflective Professional Practice

Unit 34: Theories of Crime.

Unit 28: Small-scale Research Project in Public Services

Unit code	K/616/7210
Unit level	4
Credit value	15

Introduction

The development of information gathering and research skills in the field of public service is important as they are commonly used across the sector for both research and analysis of data.

This unit has a practical focus that gives students the opportunity to use a range of research methods and skills for small-scale projects. Students will use both qualitative and quantitative methods, including statistical analysis.

On successful completion of this unit students will have developed strong research skills and a deep understanding of the research topic selected, relevant to working within civil protection, crime and criminal justice, public service management or blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain how information sources and data are used in small-scale public service research projects
2. Investigate the importance of citation and referencing
3. Review the use of research strategies in small-scale projects for the public services
4. Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings.

Essential content

LO1 Explain how information sources and data are used in small-scale public service research projects

Sources of information:

Published data, e.g. newspaper/journal articles, internet, reports, meeting minutes, transcripts of speeches

Audio-visual, e.g. audio, films, television

Other sources, e.g. libraries, local police, media organisations.

Problems with information:

Limitations of primary and secondary data, degrees of accuracy, errors and omissions, delays in publication of data, Freedom of Information Act 2000, disclosure of public data, Data Protection Act 1998.

Uses of data by police services:

To inform, in provision of policing, in planning for future services

Deciding performance, e.g. league tables, performance tables

Links to funding, e.g. formula for the funding of specific services

Other data, e.g. HMIC reports, crime pattern analysis, visual audits from council community safety units.

LO2 Investigate the importance of citation and referencing

Importance of citation and referencing:

Support assertions and claims in own work, make own writing more persuasive.

Difference between citation and reference:

Citation – a specific source mentioned in the body of a paper

Reference – sources that have been cited.

Collation of research:

Keep a record of research material which will support writing, e.g. surname(s) and initials(s) of the author(s), date of publication, title of the text, journal title and volume number, book title, editor, publisher and place of publication, first and last page numbers of a journal article or a chapter of an edited book, online citation management tools, e.g. Zotero, BibMe, Citation Machine, NoodleTools.

What to reference:

Ideas, words and research of other writers.

Information to reference:

Books and journal articles, newspapers and magazines, pamphlets or brochures

Films, documentaries, television programmes, advertisements

Websites or electronic sources, letters, email, online discussion forums

Personal interviews

Diagrams, illustrations, charts, pictures.

Information that does not require a reference:

Own observations, own experience, own thoughts, comments or conclusions, evaluation or own analysis

'Common knowledge' – facts that can be found in numerous places, accepted facts or information.

Referencing methods:

Harvard, APA, MLA, Oxford, Chicago, Vancouver, OSCOLA.

Types of plagiarism:

Complete/direct, near-complete, patchwork/mosaic, accidental, self-plagiarism.

How to avoid plagiarism:

Paraphrase, cite, quote exactly, cite quotes, cite own material to avoid self-plagiarism, reference.

LO3 Review the use of research strategies in small-scale projects for the public services

Strategy:

Research strategy, e.g. project design, work breakdown, methods of investigation, methods of data collection

Recording of data, e.g. techniques, databases, specialist computer programs, description of content, use of references, bibliography.

Primary methods:

Questionnaire design and application, e.g. wording, sequence, bias interviews

Sampling, e.g. sample size, response time and rate

Data analysis, e.g. manual or computer

Types of sample, e.g. judgmental, quota, random, stratified, probability, focus groups, internet surveys

Types of interview, e.g. structured/unstructured, in-depth, individual/group

Setting up and managing the interview

Recording information

Questions, e.g. open and closed, avoiding leading questions.

Secondary methods:

Criteria, parameters, key words

Relevance, validity, sufficiency, currency

Storage and access of data

Review literature, e.g. books, journals, library search, use of information technology

Reviewing published data and statistics, e.g. Office for National Statistics.

Code of ethics:

Negotiation/gaining access, openness of purpose, method and report method of research, informed consent.

Ethical practice:

Issues of reliability, honesty, access, confidentiality, anonymity, voluntary participation, validity, authenticity, peer review, research aim, acknowledging sources/plagiarism, data protection, copyright, socially and morally unacceptable material.

LO4 **Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings**

Small-scale research project:

A project which is likely to yield useful original findings within the area of study but which is intentionally limited

Data collection methods, e.g. survey, questionnaire (inclusive of non-response, samples, interview, notes, recording, case study, diaries, observation logs.

Qualitative:

Analysis by numerical and statistical methods

Analysis of data, e.g. dependent and independent variables, comparison of means, correlation, comparison of proportions, manual/electronic

Presentation of data, e.g. bar charts, scatter graphs, line graphs, pie charts, tables, distribution graphs.

Qualitative:

Focuses on the interpretations made by individual

Written methods, e.g. use of third person, appropriate language

Interpreting transcripts

Categorisation

Trends

Presentation of data

Undertaking research, e.g. surveys, qualitative methods, analysis of existing data sets, review of data, interpretation and application of research findings

Evaluating findings:

Reviewing outcomes against plan and objectives

Making recommendations for possible further research, e.g. reflection on the conduct of the project itself and recommendations for the future activities, further questions that could be asked around the area of original enquiry.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain how information sources and data are used in small-scale public service research projects			LO1 and LO2 D1 Evaluate the rationale behind a small-scale research project for the public services, methods used to collect, cite and reference data and avoid plagiarism.
P1 Explain how information sources and data are used in small-scale public service research projects, the potential limitations of the data and problems that may arise.	M1 Assess information sources used by the public services and the extent to which research data aids decision making.		
LO2 Investigate the importance of citation and referencing			
P2 Define the importance of citation and referencing. P3 Describe different citation and referencing methods and the online citation management tools available to support accurate citation and referencing.	M2 Analyse types of plagiarism and approaches to ensure plagiarism is avoided.		
LO3 Review the use of research strategies in small-scale projects for the public services			LO3 and LO4 D2 Evaluate research strategies and findings and make valid, justified recommendations for further research.
P4 Define different research strategies employed in small-scale research public services projects and how ethical research practice is maintained.	M3 Analyse different research strategies and use this evaluation to justify the potential use of a particular research strategy for a small-scale research project that will maintain ethical research practice in a public service context.		

Pass	Merit	Distinction
<p>LO4 Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings.</p>		
<p>P5 Design a small-scale research project, explaining why the chosen research methods will enable the achievement of research objectives.</p> <p>P6 Conduct research based on the project design and present findings in an appropriate format and manner for the intended audience.</p>	<p>M4 Communicate an analysis, using citation and referencing, of the research findings to the intended audience, demonstrating how the research outcomes met research objectives.</p>	

Recommended resources

Textbooks

BELL, J. (2010) *Doing Your Research Project*. 5th edn. Maidenhead: Open University Press.

BELLING, R. (2016) *How to Manage a Research Project: Archive Your Goals on Time and Within Budget*. Evaluation Works' Research Guides. South Carolina: CreateSpace Independent Publishing Platform.

COOMBS, H. (2001) *Research Using IT Study Guide*. London: Palgrave.

KUMAR, R. (2014) *Research Methodology*. London: Sage Publications.

THOMAS, G. (2013) *How to Do Your Research Project*. London: Sage Publications.

Links

This unit links to the following related units:

Unit 29: Research Project.

Unit 29: Research Project

Unit code	M/616/7211
Unit type	Core
Unit level	5
Credit value	30

Introduction

This unit is assessed by a Pearson-set assignment. The project brief will be set by the Centre, based on a Theme provided by Pearson (this will change annually). The Theme and chosen project within the Theme will enable students to explore and examine a relevant and current topical aspect of public services.

The aim of the unit is to develop students' skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their higher educational programme and professional development. The topic of research depends on the student, the context of their area of learning, their focus of interest and the anticipated outcomes. The unit draws together a range of other areas from within the programme to form a holistic piece of work that will make a positive contribution to the student's area of interest. Students must also apply and reflect upon the theory that underpins formal research. Students should seek approval from their tutors before starting their research project.

On successful completion of the unit, students will be confident using research techniques and methods. This will include the elements that make up formal research, including the proposal, a variety of research methodologies, action planning, carrying out the research itself and presenting the findings.

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

Learning Outcomes

By the end of this unit students will be able to:

1. Design a relevant research proposal
2. Implement the research project within agreed procedures and to the proposal guidelines
3. Review the research outcomes
4. Present the research project.

Essential content

LO1 Design a relevant research proposal

Research formulation

Aims and objectives

Rationale for selection

Methodology for data collection and analysis

Literature review

Critique of references from primary sources, e.g. questionnaires, interviews

Critique of references from secondary sources, e.g. books, journals, internet

Scope and limitations

Implications, e.g. resources and ethics.

Hypothesis:

Definition

Suitability

Skills and knowledge to be gained

Aims and objectives

Terms of reference

Duration

Ethical considerations.

Action plan:

Rationale for research

Question or hypothesis

Milestones

Task dates

Review dates

Monitoring/reviewing process

Strategy.

Research design:

Type of research. e.g. qualitative, quantitative, systematic

Methodology

Resources

Statistical analysis, e.g. validity, reliability, control of variables.

LO2 Implement the research project within agreed procedures and to the proposal guidelines

Implementation:

According to the research design and method

Testing research hypothesis, e.g. Chi-square test on statistical significance

Consideration of test validity, reliability.

Data collection:

Selection of appropriate tools for data collection

Types of data, e.g. qualitative/quantitative

Systematic recording

Methodological problems, e.g. bias, variables and control of variables, validity and reliability.

Data analysis and interpretation:

Qualitative and quantitative data analysis, e.g. interpreting transcripts

Coding techniques

Specialist software

Statistical tables

Comparison of variables

Trend

Forecasting.

LO3 **Review the research outcomes**

Assessment of outcomes:

Overview of the success or failure of the research project planning

Aims and objectives

Evidence and findings

Validity, reliability

Benefits, difficulties

Conclusion(s).

Future considerations:

Significance of research investigation

Application of research results

Implications

Limitations of the investigation

Improvements

Recommendations for the future

Areas for future research.

LO4 **Present the research project**

Format:

Professional delivery format appropriate to audience

Use of appropriate media.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Design a relevant research proposal		LO1 and LO2 D1 Critically analyse the research proposal and data collected that considers both quantitative and qualitative data.
P1 Illustrate a rationale for the research project that includes identification of other possible areas of research and justification of the topic of choice. P2 Review research methodology, to include ethical considerations.	M1 Design a preferred methodology for the research project, to include a literature review of proposed secondary sources.	
LO2 Implement the research project within agreed procedures and to the proposal guidelines		
P3 Apply tests of validity and reliability considering the variables of the research.	M2 Assess the selection of tools for data collection.	
LO3 Review the research outcomes		LO3 and LO4 D2 Critically evaluate the outcomes of the research findings and conclude with future considerations or recommendations relevant to the research.
P4 Investigate the findings of the research.	M3 Analyse the success or failure of the research project with direct indication of the research proposal.	
LO4 Present the research project.		
P5 Undertake a written research project.	M4 Evaluate the process of research, methodology, approach and lessons learned.	

Recommended resources

Textbooks

BRYMAN, A. (2015) *Social Research Methods*. 5th edn. Oxford: Oxford University Press.

WALLIMAN, N. (2005) *Your Research Project: A Step-by-Step Guide for the First-Time Researcher*. 2nd edn. London: Sage Publications.

Websites

citethisforme.com

Cite this for me

Harvard referencing guide

(General reference)

Links

Unit 11: Community Engagement

Unit 13: Personal and Professional Development

Unit 24: Work Exposure

Unit 53: Work-based Experience.

Unit 30: Reflective Professional Practice

Unit code	A/616/7213
Unit type	Core
Unit level	5
Credit value	15

Introduction

Reflective professional practice provides an opportunity to reflect on your own actions and provides an opportunity to engage in a process of continuous learning.

This unit will enable students to discover, unpick and challenge their own understanding of the term 'reflection', giving them the opportunity to explore and engage with an empowering tool for their own future growth and development. Reflective practice will enable students to reconstruct their knowledge and experiences to develop greater understanding. They will have the opportunity to explore theoretical concepts, providing exposure to the type and models of reflection, as well as reflective writing, questioning and contemporary practices. They will consider the purpose, value and pragmatic application of reflection and investigate the benefits and difficulties of reflecting in a purposeful manner. The unit will focus also on the importance of, and skills required for, critical thinking. Sectors and roles that utilise reflective practices will be identified.

Opportunities will be provided for students to carry out a range of reflective accounts, employing diverse models, types and methods of recording accounts, and to take advantage of the required periods of reflection. Students will then review the impact of reflection on future development and next steps and consider the learning undertaken and personal growth.

On completion of the unit students will have developed a record of reflection and review which will provide a foundation for future growth.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the concept and application of reflection and reflective practice
2. Explore the types and models of reflective practice
3. Carry out a period of reflective practice utilising a range of methodologies
4. Review own use of reflective practice and examine its impact.

Essential content

LO1 Investigate the concept and application of reflection and reflective practice

What is reflection, reflective practice or to be a reflective practitioner:

Historical foundations of reflective practice

Dewy's philosophy

Why reflect?

Ideas and application in industry and developmental practices.

LO2 Explore the types and models of reflective practice

Types of reflection, models of reflection, method and techniques to reflect:

Public service associated studies and contemporary literature

Benefits and barriers in applying purposeful reflections

Skill of reflective writing and questioning.

LO3 Carry out a period of reflective practice utilising a range of methodologies

Practical approaches:

Ways to reflect on own and ways to reflect with others

Social media and its potential impact

Contemporary formats

Auto ethnography, ethno-drama and communities of practice.

LO4 Review own use of reflective practice and examine its impact

Formal and informal learning:

Wider knowledge to support value of reflections

Mindfulness, resilience, critical thinking and growth mindset

Action planning and Gantt charting, CPD and recording progress.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the concept and application of reflection and reflective practice		LO1 and LO2 D1 Critically evaluate types and models of reflective practice and its applications.
P1 Demonstrate the meaning and applications of reflective practice and related concepts.	M1 Analyse the concept of reflective practice and range of applications.	
LO2 Explore the types and models of reflective practice		
P2 Investigate different types of reflective practice.	M2 Justify the use of a range of types and models of reflective practice.	LO3 and LO4 D2 Critically evaluate use of reflective practice and examine its impact on your learning, growth, future development and next steps.
P3 Illustrate a range of reflective practice models.		
LO3 Carry out a period of reflective practice utilising a range of methodologies		
P4 Design a plan to carry out a period of reflective practice.	M3 Produce a range of reflective accounts comparing types and models.	
LO4 Review own use of reflective practice and examine its impact.		
P5 Interpret use of reflective practice and examine its impact on your future development and next steps.	M4 Assess the impact of reflective practice.	

Recommended resources

Textbooks

COTTRELL, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Palgrave.

DWECK, C. (2006) *Mindset: How You Can Fulfil Your Potential*. London: Robinson.

GHAYE, T. and GHAYE, K. (2011). *Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action*. London: Routledge.

JASPER, M. (2003) *Beginning Reflective Practice*. Cheltenham: Nelson Thornes.

SIMPSON, S. (2011). *Rediscovering Dewey: A Reflection on Independent Thinking*. London: Wood N Barnes.

STONE, D. and HEEN, S. (2014). *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. London: Penguin.

Journals

ANDERSON, A.G., KNOWLES, Z. and GILBOURNE, D. (2004) *Reflective practice for sport psychologists: Concepts, Models, Practical Implications, and Thoughts on Dissemination*. *The Sport Psychologist*, vol 18(2).

KILLEAVY, M. and MOLONEY, A., (2010) *Reflection in a Social Space: Can Blogging Support Reflective Practice for Beginning Teachers* *Teaching and Teacher Education*, 26(4), pp.1070-1076.

ROBERTS, A. (2009). *Encouraging Reflective Practice in Periods of Professional Workplace Experience: The development of a Conceptual Model*. *Reflective Practice*, 10(5), pp.633-644.

Links

This unit links to the following related units:

Unit 11: Community Engagement

Unit 13: Personal and Professional Development

Unit 24: Work Exposure

Unit 53: Work-based Experience.

Unit 31: International Institutions and Global Affairs

Unit code	F/616/7214
Unit level	5
Credit value	15

Introduction

World events often have an impact on sectors across the public services. Therefore, for those working in public service roles, it is crucial to have an insight into the operations and actions of world organisations and how the public services fit in to the global picture.

This unit will provide students with the opportunity to develop an understanding of key international organisations and the role they play in global issues. Students will need to understand the difference between intergovernmental organisations (IGOs), international non-governmental organisations (INGOs) and multinational corporations (MNCs). For these organisations, students will investigate the history, structure and functions, and consider interactions on contemporary political, environmental and economic affairs.

Students will explore recent conflicts from around the world and the role the international community plays in resolving those conflicts. This will also involve an analysis of the role of organisations in responding to environmental issues, from long-term plans to combat global warming to emergency response. The unit will also provide the opportunity to review the ways in which the international community works together on economic issues to reduce the impact of rescissions and world debt. Throughout, the unit links back to the impact that international organisations have on specific public sector organisations.

On successful completion of this unit, students will have examined the impact of international institutions and global affairs on specific public sector organisations. Students will enhance their career opportunities by drawing on the deep understanding gained of international institutions and global affairs.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the global trends, organisations and structures which impact the public sector
2. Evaluate the role of international organisations in conflict resolution
3. Review the role of international organisations in combating environmental and economic issues
4. Determine the impact that international organisations have on the public sector.

Essential content

LO1 Investigate the global trends, organisations and structures which impact the public sector

History, structure, function and decision-making process of the main international organisations:

E.g. intergovernmental organisations (IGOs), European Union (EU), North Atlantic Treaty Organisation (NATO), United Nations (UN), World Bank, Islamic Development Bank (ISDB), African Union (AU), Organisation of East Caribbean States (OECS), international non-governmental organisations (INGOs), Amnesty International, OXFAM, War Child, World Wildlife Fund (WWF), Greenpeace, corporate and social responsibility

Multi national corporations (MNCs), e.g. procurement in the public sector, global integrated security, e.g. offender management (G4S, Serco, Sodexo, Capita), plural policing, outsourcing healthcare, e.g. Bupa, Virgin Care, Circle Healthcare, Care UK

States and non-states (nation states), e.g. USA, the United Kingdom, Syria, Iraq, North Korea

Main political actors, e.g. UN Secretary General, Presidents and heads of states, leaders of IGOs and INGOs.

LO2 Evaluate the role of international organisations in conflict resolution

Conflicts:

E.g. World War I, World War II, Vietnam, Gulf War 1990-91, The Balkan Wars, the Libyan civil war compared to the Syrian civil war.

Conflict resolution models:

Partition/secession

Power sharing

Consociational model

Zartman's Ripeness Theory.

International organisations' role:

Political pressure
Humanitarian role
Mediation
UN resolutions
War crimes tribunals
Protection forces and peacekeeping
Sanctions and embargos.

LO3 Review the role of international organisations in combating environmental and economic issues

Major economic issues:

Employment
Poverty
Recession
Barriers to trade and globalisation
World debt
Impact of economic issues on countries.

Major environmental issues:

Global warming and associated problems
Flooding
Drought
Natural disasters.

Human Rights:

E.g. LGBTQIA, political freedom, fair trial, inhumane activities, war crimes, crimes against humanity.

LO4 Determine the impact that international organisations have on the public sector

Impact on the public sector:

Joint working with international forces

Humanitarian role

Peacekeeping

Reconstruction

Asylum relief

Enforcing embargos

Costs and issues.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Investigate the global trends, organisations and structures which impact the public sector		L01 and L02 D1 Critically evaluate the impact of global trends on the public sector and international organisations in resolving conflict.
P1 Communicate the function of international organisations and their impact on the public sector.	M1 Analyse the global trends which influence the public sector.	
L02 Evaluate the role of international organisations in conflict resolution		
P2 Review the powers that international organisations have to influence nation states. P3 Investigate the role that international organisations have in resolving conflict.	M2 Analyse the role that international organisations have in resolving recent conflict.	
L03 Review the role of international organisations in combating environmental and economic issues		L03 and L04 D2 Critically evaluate the role of international organisations in solving economic and environmental issues.
P4 Examine contemporary global economic issues and the role of organisations to support nations. P5 Illustrate recent environmental issues in a global context and the role of international organisations in solving issues.	M3 Analyse the effectiveness of international organisations in dealing with economic and environmental issues.	
L04 Determine the impact that international organisations have on the public sector.		
P6 Demonstrate the impact that international organisations have on the public sector.	M4 Assess the impact that international organisations have on the public sector.	

Recommended resources

Textbooks

ARMSTRONG, A., LLOYD, L. and REDMOND, J. (2004) *International Organisations in World Politics*. London: Palgrave Macmillan.

DIJKSTRA, H. (2017) *International Organizations and Military Affairs (Global Institutions)*. London: Routledge.

HITE, K. and SEITZ, J. (2016) *Global Issues: An Introduction*. 5th edn. Chichester: John Wiley and Sons Ltd.

HIX, S. and HOYLAND, B. (2011) *The Political System of the European Union (The European Union Series)*. London: Palgrave Macmillan.

KARNS, M., MINGST, K. and STILES, W. (2015) *International Organizations: The Politics and Processes of Global Governance*. 3rd edn. Boulder, CO: Lynne Rienner.

RAMSBOTHAM, O. and WOODHOUSE, T. (2016) *Contemporary Conflict Resolution*. 4th edn. Cambridge: Polity Press.

Websites

amnesty.org	Amnesty International (General reference)
europa.eu	European Union (General reference)
nato.int	North Atlantic Treaty Organization (General reference)
un.org	United Nations (General reference)
worldbank.org	The World Bank (General reference)

Links

This unit links to the following related units:

Unit 4: Public Services in Contemporary Society

Unit 6: Terrorism and Counter-terrorism

Unit 10: Government and Politics

Unit 15: Modern Warfare and Conflict.

Unit 32: Serious and Organised Crime

Unit code	J/616/7215
Unit level	5
Credit value	15

Introduction

Serious and organised crime is one of the biggest threats to national and international security. Ensuring public safety and tackling this type of crime requires a coordinated partnership approach, and a clear strategy and framework.

This unit has been designed to develop a comprehensive understanding of what serious and organised crime is, the factors that put individuals at risk of becoming involved in this type of crime, and the way the public services respond to such crime threats. Students will explore the scale of serious and organised crime, current trends and the effect that globalisation has had on the prevalence of this type of criminality. They will investigate the organisations involved in the response to serious and organised crime and the strategy and legislation that has developed to address the problem, before scrutinising real-world examples of crimes.

On successful completion of the unit, students will have examined the types and manifestations of serious and organised crime; explored its perpetrators, drivers and motivators; investigated the public services and other organisations involved in responding to it; and analysed real-world examples.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the types and manifestations of serious and organised crime
2. Explore the perpetrators, drivers and motivators of serious and organised crime
3. Investigate the public services and other organisations involved in the response to serious and organised crime
4. Review real-world examples of serious and organised crime.

Essential content

LO1 Examine the types and manifestations of serious and organised crime

Types of serious and organised crime:

Child sexual exploitation and abuse

Counterfeit currency

Cybercrime

Class A drugs and the illegal drugs market

Firearms (use and trafficking)

Fraud, excise fraud

Human trafficking

Identity crime

Intellectual property crime, e.g. piracy, kidnap and extortion

Money laundering

Organised crime groups

Organised environmental crime

Organised immigration

Organised theft

Organised wildlife crime

People smuggling

Sports corruption.

Categorisation of serious and organised crime:

Vulnerability, e.g. child sexual exploitation and abuse (CSEA), modern slavery and human trafficking (MSHT) and organised immigration crime

Prosperity, e.g. cybercrime, money laundering and other economic crime

Commodity, e.g. the illicit trade in firearms and drugs.

Scale of serious and organised crime:

Crime statistics, e.g. arrests, convictions

Strategic assessments

Threat Assessments.

Trends:

Modern slavery

Organised immigration

Exploitation of developing technologies

Use of the 'dark web'.

Effect of globalisation:

Easier movement across borders

Exploitation of inadequate law enforcement and criminal justice structures

Weaknesses in legislation

Corruption and vulnerable communities

Technologically interconnected world

Opportunities for criminal activity caused by conflict and global uncertainty.

LO2 Explore the perpetrators, drivers and motivators of serious and organised crime

Risk factors of being drawn into serious and organised crime:

Characteristics of individuals, e.g. greed, addiction, specialist criminal skills, specialist skills and knowledge, professional skills, troubled family life, early prolific offending, gang involvement, late serious offending, mental health issues

Identity, e.g. sense of belonging, victims of exploitation, transitional periods, pro-criminal attitudes, financial difficulties, status and power

Networking opportunities, e.g. prisons, associates, ethnicity and culture, family, intimate relationships, online

Characteristics of businesses, e.g. insider access, small/ struggling companies, money laundering operations, night-time economy, storage/ transportation functions.

Drivers/ facilitators of crime and societal vulnerabilities:

Technology

War/conflict

Availability of legal business structures

Locations with well-developed transport and communication infrastructures.

Motivators:

Financial gain
Sexual interest
Ideology
Coercion
Debt
Political gain
Power
Control.

Organised crime group structures:

Hierarchical
Loose networks
Short-term ventures
Active in more than one country
Involved in more than one type of criminal activity
Number of members.

LO3 Investigate the public services and other organisations involved in the response to serious and organised crime

Organisations and groups:

National Crime Agency, Police, Police and Crime Commissioners, National Police Chiefs' Council, Counter-terrorism Policing, British Transport Police, HM Revenue and Customs, Financial Conduct Authority, HM Border Agency, Europol, International Corruption Unit, Interpol, FBI, United Nations.

Partnership and collaborative working:

Joint operations
Developing new tools to tackle serious and organised crime
Sharing best practice
Training and mentoring
Gathering and sharing intelligence.

Strategy and legislation:

Lifetime management of offenders

UK Serious and Organised Crimes Strategy (4Ps: Pursue, Prevent, Protect, Prepare)

Serious Crime Act 2007 and 2015.

Measuring response effectiveness:

Activity disruption, arrests, international arrests, convictions, sentencing, forfeiture and seizure (money, property, drugs, assets, firearms, passports), safeguarding, use of ancillary orders.

LO4 Review real-world examples of serious and organised crime

UK based:

E.g. landmark child sex doll case David Turner 2017, Wayne Brooks child sex offender, property fraudster Aqeel Khan, deportation of suspected people smuggler Jamal Owda, modern slavery brothers Erwin and Krystian Markowski, Birmingham heroin traffickers £10m conspiracy 2017 (Ameran Zeb Khan, Mohammend Ali, Sajid Hussain).

International:

E.g. Operation Silver Axe II targeting illegal or counterfeit pesticides, German authorities take-down of child abuse platform Elysium, operation by Europol and Eurojust targeting pan-Europe luxury car theft gang.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Examine the types and manifestations of serious and organised crime			D1 Critically evaluate the impact of globalisation on serious and organised crime.
P1 Investigate the different types of serious and organised crime.	M1 Analyse current trends in serious and organised crime.		
LO2 Explore the perpetrators, drivers and motivators of serious and organised crime			LO2, LO3 and LO4 D2 Critically assess a particular serious and organised crime case, making reference to the type of crime, perpetrator risk factors, motivation, public service response and collaborative agency working involved.
P2 Assess the risk factors for being drawn into serious and organised crime.	M2 Analyse how information on perpetrators, drivers and motivators can be used to prevent engagement in serious and organised crime.		
P3 Research the drivers, facilitators and motivators of serious and organised crime.			
LO3 Investigate the public services and other organisations involved in the response to serious and organised crime			
P4 Explore the organisations involved in the response to serious and organised crime.	M3 Analyse how organisations work together to tackle serious and organised crime, giving examples.		
P5 Assess the strategies and legislation that have been introduced to tackle serious and organised crime.			
LO4 Review real-world examples of serious and organised crime.			
P6 Explore a range of examples of serious and organised crime.	M4 Analyse the role of public services in a particular serious and organised crime example.		

Recommended resources

Textbooks

EDWARDS, A. and GILL, P. (2006) *Transnational Organised Crime: Perspectives on Global Security*. Abingdon: Routledge.

WRIGHT, A. (2005) *Organised Crime*. Devon: Willan.

Websites

europol.europa.eu	Europol (General reference)
nationalcrimeagency.gov	National Crime Agency (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 8: Crime Reduction and Community Safety

Unit 31: International Institutions and Global Affairs

Unit 34: Theories of Crime.

Unit 33: Justice, Punishment and Rehabilitation

Unit code	L/616/7216
Unit level	5
Credit value	15

Introduction

Inherent within society is the notion of justice and fairness. Punishment of wrongdoing is an essential part of any justice system. However, on its own, it does not stop people reoffending. Effective rehabilitation options are needed to address the root of the problem and reduce reoffending.

This unit has been designed for students to develop an understanding of how justice is achieved through appropriate and effective punishments being applied, including accredited rehabilitation programmes. Students will explore topics, including the different types of justice, the aims and purpose of sentencing, the range of sentencing options available, and the use of sentencing guidelines and rehabilitation programmes that are available for the treatment of offenders. The effectiveness of justice and punishment will also be assessed through the exploration of current key issues.

On successful completion of this unit, students will have examined the types and principles of justice and sentencing; explored the aims and types of punishment; discussed the rehabilitation options available for the treatment of offenders and investigated how the public services ensure that justice, punishment and rehabilitation is carried out effectively.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the types and principles of justice
2. Explore the aims and types of punishment
3. Identify the rehabilitation options available for the treatment of offenders
4. Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively.

Essential content

LO1 Investigate the types and principles of justice

Types of justice:

Distributive, economic, procedural, restorative, retributive, reparative.

Principles of justice:

e.g. fairness, moral obligation, entitlement, equality, fair adjudication, fair play, just desserts, reductionism versus retributivism.

LO2 Explore the aims and types of punishment

Aims of sentencing:

Punish the offender, reduce crime, reform and rehabilitate the offender, protect the public, make reparation.

How sentences are worked out:

Sentencing guidelines, seriousness of offence, culpability of offender, previous convictions, personal circumstances, reductions for guilty pleas.

Types of sentence:

Discharge, fine, community sentence, custodial sentence, suspended sentence, ancillary orders, out-of-court disposals.

Community sentences:

Aims, e.g. punishment, change behaviour, make amends to victim or community

Requirements, e.g. supervision, restriction of activities, completion of programmes, completion of required activities.

Imprisonment:

'So serious' offences

Aims, e.g. general deterrence, specific deterrence, incapacitation, reform, public protection.

LO3 Identify the rehabilitation options available for the treatment of offenders

Accredited programmes:

'What Works' literature, Offending Behaviour Programmes (OBPs), substance misuse programmes, e.g. Aggression Replacement Training (ART), Alcohol Related Violence Programme (ARV), Addressing Substance Related Offending (ASRO), Healthy Relationship Programme (HRP), Thinking Skills Programme (TSP).

Therapy:

Group, individual, therapeutic communities.

LO4 Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively

Public services:

Police, courts, probation, prisons, community rehabilitation Companies (CRCs), government.

Key issues:

Cost of imprisonment versus cost of community sentence

Timely court proceedings

Reoffending rates

Cost of reoffending

Effectiveness of short custodial sentences

Payment by results

Police-led prosecutions

Effective community sentences

High prison population.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the types and principles of justice		LO1, LO2 and LO3 D1 Critically evaluate how justice is achieved through appropriate sentencing being applied by criminal courts.
P1 Illustrate the types and principles of justice.	M1 Assess the principles of justice that are applied in today's criminal justice process.	
LO2 Explore the aims and types of punishment		
P2 Explore the aims of sentencing and the guidelines that are in place to make sentencing decisions. P3 Compare the different types of sentence that can be applied by the criminal courts.	M2 Apply sentencing guidelines to a particular case example to analyse how the sentencing decision was reached and the aims that were being achieved.	
LO3 Identify the rehabilitation options available for the treatment of offenders		
P4 Review a range of accredited programmes that are available for the treatment of offenders.	M3 Analyse a range of accredited programmes in depth, making reference to the evidence base for it, the target population, and its effectiveness.	
LO4 Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively.		D2 Evaluate how effective the public services are in delivering effective justice, punishment and rehabilitation by responding to current and emerging issues.
P5 Explore a range of current issues that relate to effective justice, sentencing and rehabilitation.	M4 Analyse how the key current issues relating to justice, punishment and rehabilitation have changed over the past ten years.	

Recommended resources

Textbooks

ASHWORTH, A. (2015) *Sentencing and Criminal Justice*. 6th edn. Cambridge: Cambridge University Press.

DAVIES, M., CROALL, H. and TYRER, J. (2015) *Criminal Justice*. 5th edn. Harlow: Pearson Education Ltd.

EASTON, S. and PIPER, C. (2016) *Sentencing and Punishment: The Quest for Justice*. 4th edn. Oxford: Oxford University Press.

Websites

gov.uk	GOV.UK (General reference)
justice.gov.uk	Justice (General reference)
sentencingcouncil.org	Sentencing Council Definitive sentencing guidelines (General reference)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 34: Theories of Crime

Unit 49: Applied Forensic Psychology

Unit 50: Offender Management.

Unit 34: Theories of Crime

Unit code	Y/616/7218
Unit level	5
Credit value	15

Introduction

There are many roles an individual can have when working in the criminal justice sector: frontline, support staff, directly with offenders or behind the scenes. In all roles, it can be beneficial to have an understanding of the theories that seek to explain offending behaviour.

This unit has been designed to provide students with a knowledge base of the different models and theories of crime, and develop their ability to apply theory to real-life examples. The unit topics to be covered include biological, sociological and psychological theories of crime. Students will be given the opportunity to examine one type of offending and to examine how different theories explain it. The factors that increase the risk of offending, as well as the factors that prevent and protect individuals from engaging in criminality, will also be examined.

On completion of this unit, students will be able to explore biological explanations for crime and deviant behaviour, additionally assessing sociological explanations and discussing relevant psychological explanations, and investigate risk and protective factors for offending.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore biological explanations for crime and deviant behaviour
2. Assess sociological explanations for crime and deviant behaviour
3. Explore psychological explanations for crime and deviant behaviour
4. Investigate risk and protective factors for offending.

Essential content

LO1 Explore biological explanations for crime and deviant behaviour

Types of theory/causes of crime:

Genetics, neurochemistry and hormones, other biological factors.

Biological theories:

Lombroso's 'born' criminal, e.g. criminals are biologically determined, evolutionary throwback, predicted by external physical attributes, atavistic form.

Sheldon's body type theory, e.g. criminal behaviour is linked to a person's body type, somatotypes, endomorph, ectomorph, mesomorph.

Extra Y chromosome theory, e.g. crime is attributable to a chromosomal abnormality, an additional Y chromosome makes men more aggressive, XYY super male.

LO2 Assess sociological explanations for crime and deviant behaviour

Sociological factors:

e.g. poverty, homelessness, lack of education, environment, unemployment, peer pressure, family criminality.

Types of theory:

Societal or macro level, e.g. crime is a consequence of social structure rather than genetics or personality, Marxist conflict theory, strain theory

Community or local level, e.g. crime is caused by the geographical area, Chicago School, differential opportunity theory

Group and influence theories, e.g. associates determine delinquency, routine activity theory, differential association theories.

Sociological theories:

Chicago School/social disorganisation theory, e.g. Shaw and McKay (1942), spatial mapping of crimes, areas of socio-economic deprivation and disadvantage

Social control theory, e.g. Hirschi (1969), crime caused by weak or broken social norms

Strain theory, e.g. Merton (1957), gap between cultural goals and structural means to achieve causes crime, adapted from Durkheim's (1858-1917) theory of anomie

Rational choice theory, e.g. Cornish and Clarke (1986), individuals make a decision to commit crime, where and when, benefits and disadvantages are weighed.

LO3 Discuss psychological explanations for crime and deviant behaviour

Individual level theories:

Criminality is rooted in biological and psychological differences, e.g. Eysenck's personality theory, cognitive development theory.

Psychological theories:

Psychodynamic theory, e.g. Freud (1856-1939), id, ego, super ego, conscious and unconscious thought, human behaviour is driven by unconscious forces and drives.

Social learning theory, e.g. Bandura (1977, 1986), reinforcement of crime, all behaviour is learned, involves behaviour modelling of family members, community members and mass media, people engage in crime because of their association with others who engage in crime, learning takes place through positive and negative reinforcement.

Cognitive development theory, e.g. Kohlberg (1969), criminal behaviour results from the way in which individuals organise their thoughts around morality and the law, as individuals mature they progress through stages of moral reasoning.

Personality theory, e.g. Eysenck (1964), criminal behaviour results from an interaction of environment and biology, dimensions of personality, extravert/introvert, neurotic/stable, P scale to predict criminal behaviour.

LO4 Investigate risk and protective factors for offending

Risk factors:

What does this mean?

Family, e.g. poor supervision and discipline, history of criminality, anti-social parental attitudes, low income, poor housing

School, e.g. low achievement, aggressive behaviour lack of commitment

Community, e.g. disadvantaged neighbourhood, disorganisation and neglect, availability of drugs, high population turnover

Personal, e.g. hyperactivity and impulsivity, low intelligence and cognitive impairment, lack of social commitment, positive attitudes towards drugs and offending, early involvement in drugs and crime, friendships with peers involved in crime and drug misuse.

Factors most closely linked to reoffending:

Thinking and behaviour, lifestyle, education.

Protective factors:

What does this mean?

Individual, e.g. female gender, resilient temperament, sense of self-efficacy, positive outgoing disposition, high intelligence

Social bonding, e.g. stable, warm, affectionate relationship with one or both parents, link with tutors and other pro-social adults

Healthy standards, e.g. positive behaviour, norms and values held by community, parents, and tutors, opportunities to be involved and receive praise.

Preventing offending:

What works?

Structured, evidence-based interventions

Link between youth offending and adult offending.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore biological explanations for crime and deviant behaviour		LO1, LO2 and LO3 D1 Critically evaluate different theories of crime by applying biological, sociological and psychological theory to a particular type of offending.
P1 Investigate the different types of biological theory for crime and deviant behaviour. P2 Explore a range of biological theories for crime and deviant behaviour.	M1 Analyse the evidence for and against a particular biological theory for crime and deviant behaviour.	
LO2 Assess sociological explanations for crime and deviant behaviour		
P3 Investigate the sociological factors linked to crime and deviant behaviour. P4 Assess a range of sociological theories that explain crime and deviant behaviour.	M2 Compare sociological theories for crime and deviant behaviour, highlighting the similarities and differences.	
LO3 Discuss psychological explanations for crime and deviant behaviour		
P5 Investigate the core belief of psychological theories for crime and deviant behaviour. P6 Illustrate a range of different psychological theories for crime and deviant behaviour.	M3 Analyse a particular psychological theory by presenting evidence that supports and refutes.	

Pass	Merit	Distinction
<p>LO4 Investigate risk and protective factors for offending</p>		<p>D2 Critically evaluate how knowledge of risk and protective factors can be used by the public services to deal with crime both proactively and reactively.</p>
<p>P7 Interpret the terms risk and protective factors.</p> <p>P8 Investigate the risk and protective factors that research has highlighted as linked to the risk of young people offending.</p>	<p>M4 Analyse the importance of identifying risk and protective factors for juvenile offending with regard to adult offending.</p>	

Recommended resources

Textbooks

CRIGHTON, D.A. and TOWL, G.J. (2015) *Forensic Psychology*. 2nd edn. Oxford: Wiley-Blackwell.

DAVIES, G.M. and BEECH, A.R. (2012) *Forensic Psychology: Crime, Justice, Law, Interventions*. 2nd edn. Oxford: Wiley and Sons.

HOWITT, D. (2015) *Introduction to Forensic and Criminal Psychology*. 5th edn. Harlow: Pearson.

MARSH, I. (2006) *Theories of Crime*. Abingdon: Routledge.

Journals

FARRINGTON, D.P., TTOFI, M.M. and PIQUERO, A.R. (2016) *Risk, promotive and protective factors in youth offending: Results from the Cambridge study in delinquent behaviour*. *Journal of Criminal Justice* 45 (63-70).

Websites

crim.cam.ac	University of Cambridge, Institute of Criminology Research and teaching institute Risk (General reference)
sccjr.ac.uk	The Scottish Centre for Crime and Justice Research (General reference)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 32: Serious and Organised Crime

Unit 33: Justice, Punishment and Rehabilitation

Unit 48: Youth Offending

Unit 49: Applied Forensic Psychology.

Unit 35: Operations and Project Management

Unit code	D/616/7219
Unit level	5
Credit value	15

Introduction

There is an increasing demand and expectation for public sector organisations to deliver a quality service against a backdrop of reduced public funding. Effective operations and project management is key to gain operational improvement within the public sector.

In this unit, students will have the opportunity to investigate frameworks and processes such as PERT analysis, Lean Thinking and Six Sigma, and Total Quality Management (TQM). These will provide students with an underpinning knowledge and skill set that will ready them for a management or leadership role. They will study the benefits and challenges of operations and project management within the public sector and be able to draw on best practice within the private sector. Students will also be able to consider how the application of knowledge, skills, tools and techniques to project activities result in a successful project.

On successful completion of the unit, students will have a balanced understanding of the processes and skill set required to lead projects in the public services. Students will enhance their career opportunities as they develop leadership and a high level of analytical skill that can be used in the workplace.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the use of operations management in the public sector
2. Investigate how public sector projects are operationalised
3. Identify operational and project management processes for use in the public sector
4. Review the importance of operations and project management within the public sector.

Essential content

LO1 Explore the use of operations management in the public sector

Operational management:

Processes

Logistics

Human resources

Management of small teams

Cross-functional teams, e.g. matrix structure

Budget allocation

Use of budgets

Benefits of operations management in a public service context.

Public versus private sector operations management:

Aims/objectives in public sector versus private sector

Finances

Stakeholders

Policy

Timescales

Organisations and structure

Capability

Identifying best practice

Identifying operational improvements to create sustainable and substantial improvement in productivity.

Improving customer satisfaction:

Management and leadership

Having a customer focus

Improving employee satisfaction

Fulfilling mission statements

Sourcing services and achieving value for money

Communication and engagement strategies

Management information

Improving internal performance

Improving supply chain performance.

LO2 Investigate how public-sector projects are operationalised

Operational roles:

Project sponsor

Project steering group/board

Delivery team members (cross-functional)

Collaboration between roles to ensure strategic, tactical and operational outcomes are achieved.

Environmental analysis:

E.g. PESTLE, SWOT.

Understanding needs of consumers:

From a cultural, social, ethical and global view.

Operational constraints of a public-sector project

Operational performance:

Importance of operational performance

Operations as a transformational process

Operational variables, e.g. quality, speed, dependability, cost and flexibility

Developing performance measurements and measuring success.

Identifying public sector projects:

Reviewing reports of programmes, e.g. strengths/weaknesses

Improvements for programmes

The process of operational strategy

The 'top down' and 'bottom up' perspectives

Evaluate different type of projects, e.g. site safety for protective services, social networks for local government, digital tool enhancements within a public service, etc.

LO3 Identify operational and project management processes for use in the public sector

Theories of operations and operations management:

Six Sigma, lean production.

Operations management approaches:

The use of different management approaches, e.g. principles of Total Quality Management (TQM), just-in-time inventory, continuous improvement (Kaizen).

Performance measurement:

Finance management, e.g. analysis of budget resourcing

Control of project, e.g. availability of human resources

Project analysis, e.g. PERT analysis, lean production, Six Sigma, kanban

Project milestones, e.g. tables, Gantt charts

Quality analysis, e.g. frameworks, templates, best practice guidelines

Control system analysis, e.g. how they are implemented with operational functions

PERT analysis, trend analysis

Managing key operational variables, e.g. defining capacity and capability, reconciling demand and capacity, service quality

Different types of control systems, e.g. capacity planning and control, inventory planning, and control and supply chain planning and control.

LO4 Review the importance of operations and project management within the public sector

Different dimensions of contemporary public sector environment:

Operations and project management in the context of social responsibility, culture, values, ethics and sustainability

The relationship with stakeholders and meeting stakeholder expectations, e.g. developing and sustaining the organisation.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the use of operations management in the public sector			LO1 and LO2 D1 Critically evaluate the benefits to the public sector of operations management.
P1 Illustrate the purpose of operations management within the public sector.	M1 Assess how operations management has been used in the public sector.		
LO2 Investigate how public sector projects are operationalised			
P2 Research the key approaches to operations management.	M2 Analyse the importance and value of operations management in achieving strategic objectives.		
LO3 Identify operational and project management processes for use in the public sector			LO3 and LO4 D2 Critically evaluate the operational constraints on public sector projects.
P3 Investigate operations and project management tools and techniques which are suitable for a public service organisation.	M3 Evaluate how operational and project management processes and techniques support public sector organisations.		
LO4 Review the importance of operations and project management within the public sector.			
P4 Assess operations and project management factors which support public sector organisations in achieving stakeholder expectations.	M4 Analyse how public sector operations and projects affect the public sector organisation and the wider community.		

Recommended resources

Textbooks

DOHERTY, T.L., HORNE, T. and WOOTTON, S. (2014) *Managing Public Services – Implementing Changes: A Thoughtful Approach to the Practice of Management*. 2nd edn. London: Routledge.

RADNOR, Z.J., BATEMAN, N., ESAIN, A., KUMAR, M., WILLIAMS, S.J. and UPTON D.M. (2015) *Public Service Operations Management: A Research Handbook*. London: Routledge.

TEEUWEN, B. (2010) *Lean for the Public Sector: The Pursuit of Perfection in Government Services*. Florida: Productivity Press.

Journals

CRAWFORD, L.H. and HELM, J. (2009) *Government and governance: the value of project management in the public sector*. *Project Management Journal*, 40, (1) 73-87.

Websites

apm.org	Association for Project Management (General reference)
healthcareers.nhs.uk	Health Careers Operational management (General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 9: Project Management

Unit 36: Understanding and Leading Change.

Unit 36: Understanding and Leading Change

Unit code	R/616/7220
Unit level	5
Credit value	15

Introduction

Organisational change is a constant theme in today's public services, driven by a number of factors, including government priorities, local issues, budgetary cuts and changes in leadership. The consequences of not managing change effectively can be long-lasting and damaging. Therefore, it is important for individuals seeking to work in the public sector to understand the potential issues and equip themselves with techniques to embrace and support such change.

This unit has been designed to introduce students to what change management is and why it is important in the public sector, the difficulties associated with implementing change and the implications of not managing change effectively, and the tools that can be employed to help ensure effective and successful change. Students will explore topics such as the reasons for, and benefits of, change, resistance to change, and drivers for successful change. They will also be introduced to a range of theories, models and tools that can assist in the planning and implementation of change management, which they will then apply to analyse real-world examples.

On successful completion of the unit, students will have explored change management and why organisations need to change; analysed real-world examples of organisational change in the public sector; investigated the barriers to change and issues in the change management process; and assessed factors to effective and successful change.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore change management and why organisations need to change
2. Analyse examples of change in the public sector
3. Investigate the barriers to change and issues that can occur in the change management process
4. Assess factors for effective and successful change.

Essential content

LO1 Explore change management and why organisations need to change

Types of organisational change:

Structural, strategic, people, processes.

Reasons for change in the public sector:

To enable growth

Economic downturn or budgetary cuts (austerity measures)

Cost reduction

Providing more customer-focused services

Changes in strategy

Technological advancements or changes

Service mergers

Public need

Learning new organisation behaviours and skills

Government legislation/initiatives.

Benefits of change:

Individual, e.g. career progression, job stability, training and development opportunities

Organisational, e.g. improved service delivery, sustainability, reduced costs.

Change theories, concepts and models:

Understanding change, e.g. the Change Curve, Beckhard and Harris's Change Model, Lewin's Change Management Model

Planning change, e.g. PEST and/or SWOT analysis, impact analysis, Burke-Litwin Change Model, McKinsey 7S's Framework, Leavitt's Diamond

Implementing change, e.g. Kotter's 8-step Change Model, training needs assessment.

LO2 **Analyse examples of change in the public sector**

Examples of public service organisation changes:

Mergers of fire and rescue services, restructuring of local government (councils), closure and relocation of Maritime Coastguard Agency services, Army 2020 Refine programme, restructuring of probation services.

Future change issues:

Budget cuts, the devolution agenda, Brexit, increased cross-sector working, service mergers, digital developments.

LO3 **Investigate the barriers to change and issues that can occur in the change management process**

Organisational issues:

Holistic view, e.g. impact on systems, policies and processes

Lack of effective management and leadership, e.g. impact on timings, achieving desired outcomes, ensuring delivery, too much time and energy on planning rather than implementing

Poor communication, e.g. impact on employee acceptance or resistance

Workforce skills, e.g. whether the current workforce has the skills and capabilities required for post-change.

People issues:

Psychological impact of change on people, how change impacts on team dynamics and how people are led and managed

Resistance to content and nature of change

Resistance to process of change

Impact of change on morale and productivity

Bridge's Model of Transition, e.g. ending, exploration, moving forward.

Planning tools:

Bohner and Arnold Change Impact Analysis

Force Field Analysis to understand likely opposition and support

Schein's Organisational Culture Model, nudge theory.

LO4 **Assess factors for effective and successful change**

The need for effective management of change:

To ensure organisational objectives of change are met

To gain the commitment of staff

To ensure maintenance of service delivery

To meet public needs

To ensure success of change.

Drivers for successful change:

Consultation and involvement of all stakeholders

Clear vision and strategy

Change from top down, and at all levels

Well-structured and integrated approach

Align strategy and culture

Clear communication, e.g. rationale, stages and end product

Evaluation and review.

Stages of successful change management:

Determining the need for change

Developing a case for change

Communicating the vision for change

Developing a strategy and plan for change

Managing the change process.

Implementing change:

Pre-emptive and proactive or responsive and reactive.

Effective change leadership qualities:

E.g. relational leadership, building trust, strength, support, clear vision and direction, embraces change, unified leadership team, modelling of desired behaviours, committed to the change, resilient, emotional awareness and intelligence, energy and drive.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore change management and why organisations need to change		LO1 and LO2 D1 Critically evaluate a public service organisational response to change, using appropriate theories and models.
P1 Investigate what change management is, the reasons for it and the associated benefits. P2 Review a range of theories, concepts and models that relate to change theory.	M1 Analyse the theories, concepts and models that can assist at different stages of change management.	
LO2 Analyse examples of change in the public sector		
P3 Assess a range of real-world examples of public services undertaking change management. P4 Investigate current issues that the public services may need to respond to through organisational change.	M2 Analyse the different drivers for change in each of the given examples and the types of organisational change implemented.	
LO3 Investigate the barriers to change and issues that can occur in the change management process		LO3 and LO4 D2 Critically evaluate planning effectively for change.
P5 Research organisational issues that can occur in the change management process P6 Investigate why people can be resistant to change and the issues relating to staff that can occur in the change management process.	M3 Assess how planning tools can assist in managing barriers to change and issues that may occur in the change management process.	
LO4 Assess factors for effective and successful change		
P7 Review the factors that can ensure effective and successful change.	M4 Analyse measures that can be taken to minimise negative impacts of change on organisational behaviour.	

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 9: Project Management

Unit 35: Operations and Project Management

Unit 52: Resource and Talent Planning.

Unit 37: Critical Infrastructure Protection

Unit code	K/616/7224
Unit level	5
Credit value	15

Introduction

Contemporary life sees terror attacks on people and places become more diverse, as have natural catastrophes, which has led to a greater emphasis from public services on critical infrastructure protection. Critical infrastructure protection has become of vital importance to all countries for the protection and safety of their citizens and visitors. Critical infrastructure, such as government and civic buildings and military bases, is often seen as a 'hard' target. However, a country's critical infrastructure also includes its cyber security and energy infrastructure as well as the buildings of everyday life: schools, hospitals, sports stadiums, bars, nightclubs, shopping centres, transportation hubs.

This unit will ensure that students understand the wide-ranging nature of critical infrastructure protection and the risk of attack or natural disaster. Students will gain an understanding of the various organisations which have a role to play in this, including police, fire and government. A major part of critical infrastructure protection is the planning for, and preparedness of, the physical infrastructure and of organisations to the types of threats they face. Students will analyse the planning and preparation process by first considering the contemporary threats and risks faced. They will also look at the responsibilities of each organisation involved, the legal requirement associated with critical infrastructure protection and how the chain of command works during the different levels of critical infrastructure protection such as operational, tactical and strategic.

Students will have the opportunity to investigate command and control procedures, which will provide a deeper understanding of the types of threats faced and the considerations and command skills required to deal with each specific threat. Students will also consider the post-incident impact of a failure in critical infrastructure. Finally, the unit will allow students to appraise the future of critical infrastructure protection in relation to threats and risks. Related to this, students will consider society's reliance on technology and the threat to cyber security this brings in areas such as hacking, ransomware viruses and cyber terrorism.

On successful completion of this unit students will have gained a rounded view of critical infrastructure protection which will provide an excellent foundation in the workplace in areas such as civil protection and blue light services.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the types of critical infrastructure and organisations involved in critical infrastructure protection
2. Explore the emergency planning methods for critical infrastructure protection
3. Investigate command and control procedures in the management of critical infrastructure scenarios
4. Review threats to critical infrastructure.

Essential content

LO1 Analyse the types of critical infrastructure and organisations involved in critical infrastructure protection

Critical infrastructure:

Physical or intangible assets whose destruction or disruption would seriously undermine public safety, social order and the fulfilment of key government responsibilities.

Sources of critical infrastructure risk:

Could be natural, e.g. earthquakes or floods or man-made, e.g. terrorism, sabotage.

Critical infrastructures:

Educational building, e.g. schools, colleges, universities

Hospitals

Spectator venues, e.g. sporting stadiums, concert arena or theatres

Retail hubs and night-time economy, e.g. nightclubs, bars, shopping malls/centres

Transportation hubs and networks, e.g. trains, buses, ports, airports, road and motorway systems

Energy infrastructure, e.g. oil, gas, electricity or nuclear stations.

Organisations involved in critical infrastructure protection:

Police

Fire services

Maritime or coastguard agencies

Ambulance Service

Intelligence agencies

Emergency services control centres

National and local government

Armed Forces.

LO2 Explore the emergency planning methods for critical infrastructure protection

Identification of major threats and risk assessment:

Terrorist activities

Plane/rail crash

Hostage situations

Sabotage

Espionage

Cyber-attacks, e.g. hacking, ransomware, cyber terrorism.

Role of different organisations in critical infrastructure protection:

Role and responsibilities of organisations in the event of security incident

Objective of each organisation at an incident.

Chains of command:

Command structures, e.g. inter-agency responsibilities

Operational, tactical and strategic responsibilities.

Legal requirements:

National and international law, e.g. National Cyber Security and Critical Infrastructure Protection Act 2013, European Programme for Critical Infrastructure Protection.

LO3 Investigate command and control procedures in the management of critical infrastructure scenarios

How different incidents are commanded and controlled:

Terrorist activities

Plane/rail crash

Hostage situations

Sabotage

Espionage

Cyber attacks

Levels of response – command structure.

Considerations for emergency planning:

Types of incident
Location of incident (access and egress)
Hazards associated with incident
Causalities
Emergency services required
Rendezvous points
Inner and outer cordons and marshalled areas
Environmental considerations
Inter-agency responsibilities.

Post incident:

Debriefing for all agencies
Review response
Victim support and aftercare
Criminal or public inquest
Clearing scene or environment.

Media:

Management of information
Communication of information
Sources of information
Validity of information.

LO4 Review threats to critical infrastructure

Natural/man-made:

Floods
Earthquakes
Terrorism
Sabotage.

International consequences:

Politically motivated attacks
Military intervention, e.g. unarmed aerial vehicle (UAV), drones.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the types of critical infrastructure and organisations involved in critical infrastructure protection		D1 Critically evaluate the effectiveness of critical infrastructure protection provided by a protective service.
P1 Discuss the different types of critical infrastructure at a national level. P2 Review a range of protective services involved in protecting critical infrastructure.	M1 Analyse the different methods used to protect different types of critical infrastructure.	
LO2 Explore the emergency planning methods for critical infrastructure protection		D2 Critically evaluate the effectiveness of emergency planning methods used by protective services in a specific protective service.
P3 Review the contemporary threats facing critical infrastructure. P4 Discuss inter-agency working relationships involved in critical infrastructure protection.	M2 Analyse the effectiveness of planning systems used by protective services using a range of examples.	
LO3 Investigate command and control procedures in the management of critical infrastructure scenarios		LO3 and LO4 D3 Critically evaluate the use of command control in critical infrastructure protection and the impact on protective services.
P5 Discuss effective command and control in a critical infrastructure scenario.	M3 Justify emergency planning methods used in critical infrastructure protection.	
LO4 Review threats to critical infrastructure.		
P6 Examine emerging trends in critical infrastructure protection.	M4 Assess the impact of emerging trends on protective services.	

Recommended resources

Textbooks

ALISON, L.J. and CREGO, J. (2007) *Policing Critical Incidents: Leadership and Critical Incident Management*. Devon: Willan.

JOHNSON, T.A. (2015) *Cyber Security: Protecting Critical Infrastructures from Cyber Attack and Cyber Warfare*. Boca Raton: CRC Press.

RICHARDS, J. (2012) *A Guide to National Security: Threats, Responses, and Strategies*. Oxford: Oxford University Press.

Journals

INTERNATIONAL JOURNAL OF CRITICAL INFRASTRUCTURE PROTECTION. *Cyber Security and Cyberwar* (2014) *Network Security*, vol. 2014, no. 4, pp. 4.

KSHETRI, N. (2005) *Pattern of global cyber war and crime: A conceptual framework*. *Journal of International Management*, vol. 11, no. 4, pp. 541-562.

Websites

cipre-expo.com	Critical Infrastructure Protection and Resilience Europe (General reference)
cpni.gov.uk	Centre for the Protection of National Infrastructure (General reference)
dhs.gov	Homeland Security (USA) (General reference)
ifrc.org	International Federation of Red Cross and Red Crescent Societies (General reference)
rand.org	RAND Corporation (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 43: Cyber Security

Unit 46: Aviation and Maritime Protection.

Unit 38: Blue Light Collaboration

Unit code	M/616/7225
Unit level	5
Credit value	15

Introduction

Society depends on resilient and effective emergency services. The police, fire and ambulance services respond to a diverse range of incidents on an hourly basis, often going over and above the call of duty. Yet these services cannot stand still: they need to be constantly reviewing and making changes to their working practices to stay effective.

This unit has been designed to develop students' understanding of blue light collaboration: what it means, how it came about and the many ways in which collaboration and coordination can be enhanced. Students will consider the legislative underpinning of collaboration and analyse the many possible avenues for interagency working, assessing real-world examples of successful collaboration.

On completion of this unit, students will have reviewed the historical context of blue light collaboration, explored the rationale for tri-service collaboration, assessed the impact of legislation on blue light service collaboration, and analysed examples of service collaboration.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the historical context of blue light collaboration
2. Explore the rationale for tri-service collaboration
3. Assess the impact of legislation on blue light service collaboration
4. Review examples of service collaboration.

Essential content

LO1 Investigate the historical context of blue light collaboration

Major incidents/events:

E.g. Hillsborough Stadium disaster 1989, 7/7 London terrorist attacks, London riots 2011, London 2012 Olympics.

Initial steps towards collaboration:

Joint Emergency Service Interoperability Programme (JESIP)

Fire Transformation Fund

Emergency Services Collaboration Working Group

Transformation Challenge Award money

Police Innovation Fund

Emergency Services Mobile Communication Programme.

LO2 Explore the rationale for tri-service collaboration

Recommendations from reports:

Knight review 2012

Accountability arrangements, shared governance, increased role of Police and Crime Commissioners (PCCs)

All-Party Parliamentary Group on Homeland Security report 2013

Recommendations for improving efficiency, interoperability and resilience of blue light services

Home Affairs Select Committee 2016

Lessons to be learned from success of PCCs in benefiting public accountability and clarity of leadership.

Rationale:

Shared areas/ boundaries of delivery
Service headquarters often located near others
Collaboration can improve outcomes
Demand for services is historically low
Drive for efficiency
Increased effectiveness
Improve public safety
Greater resilience
Key pillar of expansive emergency services reform
Fire service reform required
Improve efficiency, accountability and transparency, workforce reform.

LO3 Assess the impact of legislation on blue light service collaboration

Civil Contingencies Act 2004:

Duty to respond and cooperate at major incidents
Category 1 responders
Command and control
General duties
Service-specific duties.

Policing and Crime Act 2017:

High-level duty to collaborate for all three emergency services
The future role of PCCs, e.g. understanding the 'governance' model, the 'single employer' model and the 'representation' model
Collaboration decisions made at a local level.

LO4 Review examples of service collaboration

Areas for collaboration:

E.g. first response and co-responding

Demand management and rationalisation

Shared estates and assets

Joint Control rooms

Strategic alliances and partnerships

Information sharing

Wider collaboration, e.g. housing, Local Resilience Forums, etc.

Barriers and problems

Real-world examples.

Benefits of collaboration:

E.g. reduction in crime

Faster response times

Increased chance of survival

Efficiency savings in time and money

Increased public confidence

Improved public safety.

Markers for successful collaboration:

E.g. strong open and honest relationships between Chiefs

Agreement of a strategic vision

Open, consistent communication with staff

Skilled and motivated programmes managers

Agreement not to seek profit from one another

Willingness to abandon project if politics or operational needs not to align

Common purpose

Strong insistence on a whole system approach

Shared power

Use service user's perspective to stimulate change.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Investigate the historical context of blue light collaboration			LO1 and LO2 D1 Critically appraise the need for greater blue light collaboration, making links to previous events and initiatives.
P1 Discuss examples of major incident or events that have led to the need for greater blue light collaboration.	M1 Analyse early projects or initiatives that were introduced to encourage greater blue light collaboration.		
LO2 Explore the rationale for tri-service collaboration			
P2 Investigate reports into increased blue light collaboration and the subsequent recommendations.	M2 Assess the rationale for greater collaboration between the emergency services.		
LO3 Assess the impact of legislation on blue light service collaboration			LO3 and LO4 D2 Critically evaluate the future of blue light collaboration in light of recent legislation and suggest how collaboration can be achieved.
P3 Discuss the legislation that places a duty on blue light services to collaborate.	M3 Assess the impact of legislation on the working practices of the blue light services.		
LO4 Review examples of service collaboration.			
P4 Investigate a range of areas for potential blue light collaboration, giving real-world examples. P5 Discuss the benefits of and barriers to blue light collaboration.	M4 Analyse the markers for successful blue light collaboration, making reference to real-world examples.		

Recommended resources

Textbooks

MORRIS, J.C. and MILLER-STEVENS, K. (2017) *Advancing Collaboration Theory: Models, Typologies, and Evidence*. London: Routledge.

Reports

ELLWOOD, T. and PHILIPS, M. (2013). *Improving Efficiency, Interoperability and Resilience of Our Blue Light Services*. The All-Party Parliamentary Group on Homeland Security.

Websites

apccs.police.uk	Association of Police and Crime Commissioners National Overview Report 2016 (Report)
insidegovernment.co.uk	Inside Government (General reference)
publicservicetransformation.org	Public Service Transformation Academy (General reference)

Links

This unit links to the following related units:

Unit 12: Responding to Emergencies

Unit 19: Personnel Protection in the Civil Protection Agencies

Unit 20: Event Management and Safety.

Unit 39: Physical Activity, Lifestyle and Health

Unit code	T/616/7226
Unit level	5
Credit value	15

Introduction

The demands of the public services, regardless of the workplace setting, often requires a fundamental ability to be physically active. Physical activity and its associated benefits with health and lifestyle are well documented. As a sector, it is essential that the benefits of physical activity and diet are known, embraced and factored into everyday living to improve lifestyle despite the barriers and challenges in embracing this way of life.

The unit explores the theoretical underpinning of the subject while considering the real-world applications in the public services. There is a strong emphasis on diet, physical activity and their combined effect on lifestyle for the betterment of the individual.

On the successful completion of this unit, student will have a clear understanding of the associated terms and will be able to explain the importance of physical activity and its contribution to a healthy lifestyle. Students will be familiar with dietary and physical activity guidelines, and their relationship, implementing these to propose a lifestyle improvement plan for a chosen individual.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the impact of physical activity in maintaining a healthy lifestyle
2. Assess the importance of physical activity guidelines and training principles
3. Examine the relationship between dietary and physical activity guidelines for a healthy lifestyle
4. Design a lifestyle improvement programme for a member of the public services.

Essential content

LO1 Explore the impact of physical activity in maintaining a healthy lifestyle

Definitions:

Physical activity, health, exercise, lifestyle and healthy lifestyle

Lifestyle factors and considerations, e.g. work life balance.

Benefits:

Physical potential

Prevention rather than cure

Psychological and sociological impacts

Impact of lifestyle factors, the implications and opportunities to make changes.

Research:

Literature, surveys and trends

National statistics, e.g. Gov.UK, National Health Service (NHS) and World Health Organisation (WHO).

LO2 Assess the importance of physical activity guidelines and training principles

Physical activity:

Guidelines

Training principles, e.g. frequency, intensity, time, type (FITT), specificity, progression, overload, reversibility, rest, tedium (SPORRT)

Training methods, e.g. high intensity tactical training (HITT), Military Fitness, parkrun

Structure of a physical activity session

Types of exercise and physical activity.

Safe practice:

Screening and monitoring

Planning

Intensities

Special populations and their considerations.

LO3 Examine the relationship between dietary and physical activity guidelines for a healthy lifestyle

Diet:

Nutrients, e.g. fat, carbohydrate, protein, vitamins, minerals and water

High-yield foods, sugar and fats

Dietary guidelines, e.g. World Health Organisation (WHO), National Institute for Health and Care Excellence (NICE), percentage nutrient intake, recommended daily allowance (RDA) and recommended daily intake (RDI)

Specific dietary requirements, dietary strategies and contemporary diets Food labelling and calorific values.

Energy balance:

Energy balance equation and its impact

Basic metabolic rate and weight management, diet and exercise combinations

Energy requirements of differing activities.

LO4 Design a lifestyle improvement programme for a member of the public services

Fitness requirements:

Entrance fitness requirements for the armed services, emergency services and protective services.

Lifestyle improvement programmes:

Physical activity motivational strategies for maintaining participation, e.g. aims, objectives, monitoring and evaluation lifestyle assessment, consultation, questionnaires

Behaviour change, models and barriers to change.

Design an appropriate training programme:

Setting training goals

Application of principles of training

Health and Safety, e.g. risk assessment of training area, strategies to avoid over-training

Physical Activity Readiness Questionnaire (PAR-Q)

Session planning, e.g. periodisation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the impact of physical activity in maintaining a healthy lifestyle		LO1 and LO2 D1 Critically evaluate the use of the appropriate training approaches to benefit physical activity and lifestyle.
P1 Investigate the definitions of physical activity, exercise, health and lifestyle. P2 Research the associated benefits of physical activity.	M1 Analyse the use of physical activity in achieving a healthy lifestyle.	
LO2 Assess the importance of physical activity guidelines and training principles		
P3 Discuss physical activity guidelines and appropriate training methods. P4 Illustrate the considerations of safe practices for physical activity.	M2 Assess how training methods can be utilised effectively to promote physical activity.	
LO3 Examine the relationship between dietary and physical activity guidelines for a healthy lifestyle		LO3 and LO4 D2 Critically evaluate a dietary and physical activity combined approach to improve identified lifestyle factors.
P5 Illustrate the concept of the energy equation and methods to achieve. P6 Compare dietary strategies to manage change.	M3 Analyse dietary and physical activity combination to manage a healthy lifestyle.	
LO4 Design a lifestyle improvement programme for a member of the public services.		
P7 Design a physical activity training programme for a specific individual. P8 Review the strengths of the physical activity training programme.	M4 Justify how the programme meets the demands of a specific individual.	

Recommended resources

Textbooks

BUSHMAN, B.A. (2017). *ACSM's Complete Guide to Fitness and Health*. 2nd edn. Leeds: Human Kinetics.

HOWLEY, E.T. and THOMPSON, D.L. (2017) *Fitness Professional's Handbook*. 7th edn. Leeds: Human Kinetics.

KANOSUE, K., OSHIMA, S., CAO, Z.B. and OKA, K. (2015) *Physical Activity, Exercise, Sedentary Behaviour and Health*. New York: Springer.

RINZLER, C.A. (2011). *Nutrition for Dummies*. New Jersey: John Wiley and Sons.

Websites

gov.uk	UK Government Physical activity guidelines (General reference)
bhf.org.uk	British Heart Foundation Physical activity statistics (General reference)
nhs.uk	NHS choices Live well (General reference)
nice.org	National Institute for Health and Care Excellence (NICE) Lifestyle and wellbeing (General reference)
who.int	World Health Organization Health topics (General reference)

Links

This unit links to the following related units:

Unit 16: Training for Fitness and Health

Unit 22: Fitness Preparation and Testing

Unit 41: Advanced Fitness and Health.

Unit 40: Management of an Outdoor Event

Unit code	F/616/7228
Unit level	5
Credit value	15

Introduction

Outdoor events are commonplace within every community. Excellent planning and ensuring that event visitors are safe is crucial for a successful event. Successful event planning and management will draw on a range of individual skills and expertise from public sector organisations.

This unit will give students the opportunity to gain the knowledge and skills to lead an outdoor event. They will explore how to effectively work to produce an outdoor event, demonstrating their use of research skills, and they will enhance their outdoor skills and improve their personal, leadership and teamwork abilities. Students will develop their understanding and ability to carry out the marketing and management of a small-scale event and they will investigate how legislation is enforced in the context of such an outdoor event.

By the end of the unit, students will have developed market research, analysis and management skills, demonstrated effective independent and teamwork, and applied a combination of theoretical and practical skills in a real-world setting.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the legislation and Health and Safety requirements necessary when planning for an outdoor event
2. Develop marketing skills required to engage audiences for outdoor events
3. Demonstrate the skills and responsibilities required for managing an outdoor event
4. Review the outdoor event.

Essential content

LO1 Explore the legislation and Health and Safety requirements necessary when planning for an outdoor event

Legislation:

Health and Safety Executive (HSE), considering potential risks, first aid, emergency procedures

Health and Safety at Work Act (1974), Management of Health and Safety at Work Regulations (1999), Workplace (Health, Safety and Welfare) Regulations (1992).

Functions of Health and Safety legislation:

Health and Safety Executive, e.g. its roles and responsibilities, roles and responsibilities for organisations

Subsidiary bodies/agencies, e.g. local authority, environmental health services.

Health and Safety requirements for outdoor events:

Risk assessments/other documentation

Checking of equipment, environment

Knowledge of participants

Protection

Severity of risks

Solutions for risks

Understanding the need for a duty of care towards employers, employees, service users, organisations.

LO2 Develop marketing skills required to engage audiences for outdoor events

Market research:

Demographic area, audience, trends, travel, transport, locations, competitors, timings, costs, gap analysis

Digital communications, e.g. methods of marketing, TV, radio, social media, newspapers, magazines, flyers

Cost-effective event promotion

Creating an identity, selling the product.

LO3 **Demonstrate the skills and responsibilities required for managing an outdoor event**

Working collaboratively in a team:

Use of structure within a team
Understanding of roles
Knowledge of hierarchy
Understanding of others' roles
Team cohesion
Contribute to smooth running of overall event.

Different types of organisational teams:

Functional, problem-solving, project teams.

The impact of technology on organisational teams:

The role of virtual team development and networking.

Team dynamics and teamwork:

Definitions of the terms 'group' and 'team', and the differences between them
Tuckman's team development model and the impact of development stages on individual development
Belbin's typology for managing effective teams and considering roles and skills required for effective teams
Soft and hard communication, cooperation and competition
Benefits and risks of teams
Conflict resolution.

Show own understanding of role:

Demonstrating initiative
Carrying out required skills and responsibilities
Using good communication skills, e.g. written and verbal
Understanding of own learning within the learning cycle
Task or process-orientated when carrying out role
Evaluating, e.g. understanding of performance, key performance indicators, identifying opportunities for future improvement/strengths and weaknesses of carrying out role, impact on event and future events.

Lead outdoor event:

Taking an active role in leading a part of a session

Showing management skills, e.g. using a plan, prioritising workloads, working within organisational constraints, having correct size of team for task, using clear coordination and communication, liaising correctly with team and external individuals and/or service users.

LO4 Review the outdoor event

Review own skills, responsibilities and role in the session:

Use of assessment criteria

Use of other training providers, e.g. Mountain Leader Training England (MLTE), British Canoe Union (BCU)

Self/peer reflection

Current engagement in CPD, future recommendations for CPD

Training for different goals

Formal and informal learning

The need for training with a focus on an event

Potential barriers to learning.

Review team's skills, responsibilities, roles:

Assessment criteria

Identifying team talent/experience

Belbin's team roles, Tuckman's team development model and their impact on individual and team development team dynamics

Evaluate strengths, weaknesses and areas of improvement for both team and own performance, e.g. using SWOT analysis, KPI, peer feedback

Reflection for learning and practice:

Theories of reflection, e.g. Kolb's learning styles, Schön's learning, reflection and change model, Gibbs' reflective cycle

The difference between reflecting on performance and evaluating a project, e.g. the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence.

The cycle of reflection:

Reflection in action and reflection on action.

How to use reflection to inform future behaviour, particularly directed towards sustainable performance.

Reflective writing:

Avoiding generalisation

Focusing on personal development and the research journey in a critical and objective way.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the legislation and Health and Safety requirements necessary when planning for an outdoor event		D1 Critically evaluate Health and Safety management for outdoor events.
P1 Investigate the legislative requirements by which public services must abide.	M1 Plan for event safety in an outdoor event. M2 Carryout risk assessments/Health and Safety checks for outdoor event.	
LO2 Develop marketing skills required to engage audiences for outdoor events		D2 Critically evaluate the use of marketing when promoting an outdoor event.
P2 Investigate the current outdoor event market. P3 Review current trends and identify areas for improvement in outdoor events.	M3 Analyse the use of digital communication and how it can be used to promote an outdoor event.	
LO3 Demonstrate the skills and responsibilities required for managing an outdoor event		D3 Manage independently an outdoor event.
P4 Plan an outdoor event with contrasting outdoor activities. P5 Demonstrate team collaboration to manage a group in an outdoor event.	M4 Perform own role independently in an outdoor event.	
LO4 Review the outdoor event.		D4 Critically evaluate roles and need for management in an outdoor event setting.
P6 Review own skills in the outdoor event carried out.	M5 Analyse the team's performance during the outdoor event.	

Recommended resources

Textbooks

ALEXANDRIS, K. (2013) *Performance Measurement and Leisure Management*. London: Routledge.

TORKILDSEN, G. (2010) *Torkildsen's Sport and Leisure Management*. 6th edn. London: Taylor and Francis.

Websites

hse.gov.uk	Health and Safety Executive Planning for incidents and emergencies (General reference)
leisuremanagement.co.uk	Leisure Management Publisher of business magazines for the leisure industry (General reference)
sportengland.org	Sport England Getting active outdoors (General reference)

Links

This unit links to the following related units:

Unit 9: Project Management

Unit 20: Event Management and Safety

Unit 21: Outdoor Skills Development

Unit 35: Operations and Project Management.

Unit 41: Advanced Fitness and Health

Unit code	J/616/7229
Unit level	5
Credit value	15

Introduction

The public services sector employs staff in diverse roles, including, for example, personal trainers and fitness instructors who are primarily responsible for the effective and safe running of the training sessions for physical development and the environment used for training. The personal trainer's remit involves direct contact with public servants and, therefore, they must ensure that they are familiar with the equipment, exercises and effective methods of training so that the individuals they work with are provided with the care and protection they need.

This unit explores exercise techniques, training session structure, the underpinning theories of training programming, and the development of the skills and personal qualities required to motivate and engage with individuals and groups to encourage them to adhere to a regular exercise programme. The topics included in the unit are warm-up and cool-down theories, exercise techniques for cardiovascular and resistance training, training session structure and content, and methods of training and periodisation.

On successful completion of this unit, students will be able to design, deliver, justify and evaluate the structure of the warm-up, main session and cool-down for an individual or group within a specific public service. In addition, students will be able to describe and apply diverse methods of training, evaluate the effectiveness of those methods, and provide recommendations for further development.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore cardiovascular, resistance and flexibility training methods
2. Discuss the structure of a training session for a chosen public service
3. Plan a safe and effective macrocycle programme for a chosen public service
4. Review a safe and effective macrocycle programme for a chosen public service.

Essential content

LO1 Explore cardiovascular, resistance and flexibility training methods

Cardiovascular training methods:

The four training zones: moderate zone, fitness zone, performance (OBLA) zone, performance (anaerobic) zone

Monitoring intensity, e.g. Borg's RPE scale

Methods of cardiovascular training, e.g. long, slow, distance training (LSDT), continuous, preferred exertion training, tempo training, race (race pace), fartlek training, aerobic interval training, negative splits, sprint intervals, Tabata intervals.

Resistance training methods:

Selecting exercises for different training goals, e.g. whole-body approach, open and closed kinetic chain

Variation of basic lifts, e.g. compound movements, isolation movements, pushing movements, pulling movements, combination of movements

Resistance training methods, e.g. single-set training, circuit training, basic sets, Delorme and Watkins 10RM, Berger 6RM, super sets (agonist/antagonist), super sets (two exercises for same muscles)

Advance methods, e.g. pyramid system (ascending, descending and full pyramid), tri-sets, giant sets, pre-and post- exhaust systems, strip sets, negatives, forced repetitions, cheat system.

Flexibility training methods:

Static stretch, dynamic stretch, active stretch, passive stretch, proprioceptive neuromuscular facilitation (PNF) stretch, e.g. contract-relax (CR), contract-relax-antagonist-contract (CRAC).

LO2 Investigate the structure of a training session for a chosen public service

Warm-up theory:

Types of warm-up

Objectives/aims

Component and structure of a warm-up

Factors affecting a warm-up

Duration of the warm-up

Equipment; facilities.

Main session:

Structure

Type of exercises

Intensity

Volume

Rest period.

Cool-down theory:

Structure and component of the -down

Post-workout stretch, e.g. maintenance, developmental stretching

Duration of the cool-down.

LO3 Plan a safe and effective macrocycle programme for a chosen public service

Planning:

Principle of training (FITT)

Overload

Progression

Reversibility

Specificity

Tedium

Selye's general adaptation syndrome (GAS), e.g. shock, adaptation, staleness.

Periodisation:

Macrocycle

Mesocycles

Microcycle

Periodisation models, e.g. traditional, non-traditional, contemporary, tapering and peaking.

Considerations:

Health and Safety, e.g. warm-up, cool-down, equipment, facility, injury.

LO4 Review a safe and effective macrocycle programme for a chosen public service

Monitor:

Training diary

Personal trainer/instructor feedback

Reviews.

Evaluation of training:

Strengths

Areas for improvement

Reviewing of training goals

Modifications and improvements to programme

Recommendations for further development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore cardiovascular, resistance and flexibility training methods		D1 Critically evaluate methods of training for cardiovascular, resistance and flexibility.
P1 Investigate methods of training for cardiovascular and resistance. P2 Investigate methods of training for flexibility.	M1 Analyse methods of training for cardiovascular and resistance. M2 Analyse methods of training for flexibility.	
LO2 Investigate the structure of a training session for a chosen public service		D2 Critically analyse the structure of a warm-up and a cool-down for a chosen public service.
P3 Discuss the structure of a warm-up for a chosen public service. P4 Discuss the structure of a cool-down for a chosen public service.	M3 Assess the structure of a warm-up and a cool-down for a chosen public service.	
LO3 Plan a safe and effective macrocycle programme for a chosen public service		D3 Critically evaluate the structure of the macrocycle, mesocycle and microcycle for a chosen public service.
P5 Plan an effective macrocycle, mesocycle and microcycle for a chosen public service. P6 Carry out a macrocycle fitness training programme for a chosen public service.	M4 Analyse the structure of the macrocycle, mesocycle and microcycle for a chosen public service.	
LO4 Review a safe and effective macrocycle programme for a chosen public service		D4 Critically evaluate a range of suggestions for the macrocycle training programme for a chosen public service.
P7 Review the effectiveness of the macrocycle training programme for a chosen public service.	M5 Analyse the effectiveness of the macrocycle training programme for a chosen public service.	

Recommended resources

Textbooks

BAECHLE, T.R. and EARLE, R.W. (2014) *Fitness Weight Training*. 3rd edn. Leeds: Human Kinetics.

BOMPA, T.O. and HAFF, C.G. (2009) *Periodization Theory and Methodology of Training*. 5th edn. Leeds: Human Kinetics.

JOYCE, D. and LEWINDON, D. (2014) *High-Performance Training for Sports*. Leeds: Human Kinetics.

LAWRENCE, D. and HOPE, B. (London) (2011) *The Complete Guide to Circuit Training*. 2nd edn. London: Bloomsbury Publishing Plc.

Websites

fireservice.co.uk	Fire and Rescue Service Fitness, training and exercising (General reference)
military.com	Military.com Military, general fitness (General reference)
royalnavy.mod.uk	The Royal Navy Advice and guidance, exercises, nutrition. (General reference)

Links

This unit links to the following related units:

Unit 16: Training for Fitness and Health

Unit 22: Fitness Preparation and Testing

Unit 39: Physical Activity, Lifestyle and Health.

Unit 42: Expedition Planning

Unit code	Y/616/7235
Unit level	5
Credit value	15

Introduction

From individual, educational, corporate and military expeditions, planning and participating in an expedition provides opportunities to experience amazing adventures.

This unit explores the benefits of participating in expeditions, and how current expeditions achieve these benefits. Students will explore the current trends in the expedition market before planning, taking part in and reviewing participation in a multi-day expedition. They will have the opportunity to create an expedition training programme, enabling them to gain and develop the skills necessary to plan and participate in expeditions. They will create a comprehensive plan encompassing all elements of expedition management for a multi-day expedition. Participating in such an expedition will allow students to demonstrate a wide range of skills desired by employers, including leadership, problem solving, resilience, decision making and confidence.

On successful completion of this unit students will have the skills and experience to research current trends in the market, develop a comprehensive expedition plan, execute the multi-day expedition and review their performance.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explore current trends in the expedition market
2. Develop an expedition plan and training programme
3. Undertake multiple expeditions
4. Review the planning and performance of a multi-day expedition.

Essential content

LO1 Explore current trends in the expedition market

Research current expeditions:

Explore significant expeditions that have happened in the last ten years

Explore the different types of expedition programmes currently available to participate in

Key elements, e.g. specific aim of the expedition, targeted outcomes, benefits associated with expedition completion, duration and terrain covered, cost of participation, mode of transport, target audience

Expedition programme providers, e.g. World Challenge, Raleigh International, Jagged Globe, PGL, Outlook Expeditions, Duke of Edinburgh, British Exploring Society, Camps International, British Military, Cadet Force.

Effectiveness of desired outcomes:

What are the specific outcomes of different expeditions, e.g. personal development, charity work, travel, challenge, qualifications, accomplishments

How are the expeditions designed to ensure the outcomes are met?

Do the expedition programs really deliver the desired outcome on completion?

LO2 Develop an expedition plan and training programme

Training programme:

Skills audit, identifying current skills levels

Identify gaps in skills set

Create a plan to gain or develop the required skills in order to be at the appropriate level for the expedition

Carry out the training programme and complete a final skills audit.

Risk management and safety procedures:

How to complete different types of risk assessment, e.g. generic, specific and dynamic

The importance and validity of the different types of risk assessment

Safety procedures in the event of different emergencies, e.g. first aid situations, lost as a group, lost a member of the group, lack of communication

Group Health and Safety, e.g. medical forms, contact details, expected return time and date, insurance and weather forecasts.

Route planning:

Appropriate choice of route or activity to meet the aims for each specific group
Route card completion, e.g. breakdown of locations, timings, distance covered, navigational pointers.

Expedition logistics:

Logistics, e.g. group size, staff-to-group ratios, appropriate consents, transport, accommodation, appropriate equipment, food and drink, finance, budgeting and overseas permits and paperwork.

LO3 Undertake multiple expeditions

Demonstration of navigational techniques:

Route cards

Six-figure grid references

Calculating time

Calculating distance

Counting off features

Orientation of map

Direction finding

Taking a bearing

Interpretation of contours

Scale and distance

Handrail features

Use of key

Compass skills.

Demonstration of camp craft techniques:

Cooking

Personal hygiene

Packing equipment

Using equipment

Storing equipment

Correct tent use
Selecting camp site
Camp administration.

Demonstrate advanced techniques:

As set by the national governing bodies (NGBs), e.g. aim of using compass bearings, boxing, relocation/triangulation, navigation in poor visibility/darkness, accurate pacing and timings, navigation with speed and accuracy in all conditions, weather interpretation, travelling on steep or challenging terrain safely

Camping in a wilderness environment.

LO4 Review the planning and performance of a multi-day expedition

Review of the planning phase:

Gain feedback from instructors, peers
Review group cohesion, designation of roles, leadership, communication, problem solving and decision making
Review the training programme and whether it was fit for purpose.

Analyse personal and group performance:

Self-reflection of strengths and areas for improvement
Set personal and group SMART targets (specific, measurable, achievable, realistic, time-bound) and explain ways to improve on development points using SWOT analysis (strengths, weakness, opportunities, threats).

Offer recommendations for the future:

SMART targets, personal development plan, lessons learned
Link future recommendation to national governing body training criteria.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction	
LO1 Explore current trends in the expedition market			
<p>P1 Investigate the key elements of different types of expedition.</p> <p>P2 Interpret the desired outcomes for different types of expedition.</p>	<p>M1 Compare the key elements and desired outcomes of different types of expedition.</p>	<p>D1 Critically analyse the desired outcomes of current expeditions, offering judgments on their effectiveness.</p>	
LO2 Develop an expedition plan and training programme			
<p>P3 Illustrate the training needs, create and carry out an expedition training programme.</p> <p>P4 Plan a multi-day expedition with support.</p>	<p>M2 Manage the creation of a plan for a multi-day expedition.</p>	<p>D2 Using the expedition plan and training programme, undertake a self-sufficient, multi-day expedition, demonstrating advanced skills.</p>	
LO3 Undertake multiple expeditions			
<p>P5 Undertake a training expedition, demonstrating appropriate skills.</p> <p>P6 Undertake a multi-day expedition, demonstrating appropriate skills.</p>	<p>M3 Manage a self-sufficient, multi-day expedition, demonstrating appropriate skills.</p>		
LO4 Review the planning and performance of a multi-day expedition.			
<p>P7 Review the planning and training phase of the expedition, describing strengths and areas for development.</p> <p>P8 Assess personal and group performance during the multi-day expedition, describing strengths and areas for development.</p>	<p>M4 Analyse the expedition process, explaining strengths and areas for development.</p>	<p>D3 Critically evaluate the expedition process, offering recommendations for the future.</p>	

Recommended resources

Textbooks

BARTON, B. (2007) *Safety, Risk and Adventure in Outdoor Activities*. London: Sage Publications Ltd.

LANGMUIR, E. (2004) *Mountaincraft and Leadership*. 3rd edn. Conwy: Mountain Training Boards of England and Scotland.

LONG, S. (2004) *Hill Walking: The Official Handbook of the Mountain Leader and Walking Group Leader Schemes*. Conwy: Mountain Training Boards of England and Scotland.

PRIEST, S. and GASS, M. (2005) *Effective Leadership in Adventure Programming*. 2nd edn. Champaign, IL: Human Kinetics.

Websites

thebmc.co.uk	British Mountaineering Council (General reference)
englishoutdoorcouncil.org	English Outdoor Council (General reference)
	Institute of Outdoor Learning
outdoor-learning.org	Outdoor Learning (General reference)

Links

This unit links to the following related units:

Unit 21: Outdoor Skills Development

Unit 40: Management of an Outdoor Event.

Unit 43: Cyber Security

Unit code	D/616/7236
Unit level	5
Credit value	15

Introduction

The use and abilities of technology have increased significantly in the last one hundred years, and with this has come a rise in the importance of, and need to, stay protected. Cybercrime is a fast-growing area of crime, with criminals taking advantage of the speed, anonymity and convenience of the internet as a facilitator for malicious and criminal activity.

This unit has been designed to develop students' understanding of the nature of cybercrime and the need for cyber security. Students will explore topics such as types of malicious activity and potential targets, and the role everyone has for maintaining cyber security. Students will assess where the main threats to cyber security lie and then consider how public services and other organisations have responded to this ever-growing area of activity.

On successful completion of the unit, students will have explored the nature of cybercrime and cyber security; examined roles and responsibilities in relation to cyber security; assessed the threats to, and vulnerabilities in, cyber security; and investigated the response to cyber security threats.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the nature of cybercrime and cyber security
2. Investigate roles and responsibilities in relation to cyber security
3. Review the threats to, and vulnerabilities in, cyber security
4. Investigate the response to cyber security threats.

Essential content

LO1 Explore the nature of cybercrime and cyber security

Key definitions:

Cybercrime, cyber security, malicious cyber activity, hacker, malware, phishing, cyber resilience.

Types of malicious and/or criminal cyber activity:

Individual and business fraud, extortion, paedophilia, grooming, trafficking, illegal pornography, trolling, racketeering, 'black market' sales, embezzlement, hackers, pirating, illegal trading, scams, money laundering, drug crime, cyber stalking, defamatory libel, cyber stalking, cyber-terrorism, industrial espionage, prostitution, gambling, suicide assistance.

Targets:

E.g. consumers, individuals, business, public services, Government

Vulnerable victims, e.g. anyone under the age of 17, the elderly, anyone who is suffering from a mental disorder, those with a significant impairment of intelligence and social functioning, those with a physical disability.

Categorisation of activity:

Computer as 'target', e.g. viruses, attacks against hardware and software, malware, ransomware, hacking, distributed denial of service attacks, e.g. malware, mailbombing, pagejacking

Computer as 'tool', e.g. cyber-enabled crimes, crimes against children, financial crimes, e.g. fraud, identity theft, information warfare, phishing, spam, propagation of obscene or offensive content.

LO2 Investigate roles and responsibilities in relation to cyber security

Individuals/citizens:

Report crimes

Awareness of security

Safeguard hardware, software and systems

Protect passwords

How to protect yourself, e.g. antivirus, updates, backups, do not open attachments or click on the links within any unsolicited emails.

Businesses and organisations:

Store data securely and in accordance with legislation

Protect personal information

Build resilience into systems and structures

Prepare for consequences.

Government:

Defend the country from attacks

Protect citizens

Protect economy

Bring criminals to justice

Stringently safeguard information

Advise and inform citizens and organisations

Set standards

Build national resilience.

Increasing cyber security:

Reporting cybercrime, e.g. Action Fraud

Awareness and advice, e.g. Cyber Streetwise, Get Safe Online.

Cyber defence programmes for the public sector:

Protect DNS, DMARC anti-spoofing, Web Check, Netcraft phishing and malware mitigation.

LO3 Review the threats to, and vulnerabilities in, cyber security

Threats:

E.g. cyber criminals, organised crime groups, states and state-sponsored activity, terrorists, hacktivists, script kiddies, insiders (knowing and accidental).

Vulnerabilities:

Expanding range of devices
Poor cyber awareness and compliance
Insufficient skills and training to protect
Outdated 'legacy' systems
Availability of hacking resources
Authentication, network security.

Future threats:

Horizon scanning, e.g. increased dependency on technology, increased use of robots, quantum technologies, low-orbiting satellites, Internet of Things (IoT), increased threats from developing countries as computer literacy increases.

LO4 Investigate the response to cyber security threats

Organisations:

e.g. police, National Crime Agency (NCA), National Cybercrime Unit (NCCU), Military Cyber Security Operations Centre (MCSOC), Regional Organised Crime Units (ROCU), role of internet providers in blocking harmful and dangerous content (e.g. SKY, BT, Virgin Media), role of social media in reporting and passing on information to the relevant authorities (and issues with non-occurrence), coordinated multi-faceted approach.

Legislation:

General Data Protection Regulation (GDPR)
Computer Misuse Act 1990
Regulation of Investigatory Powers Act 2000 (in process of being updated)
Data Protection Act 1998
The Serious Crime Act 2015
Police and Justice Act 2006
Terrorism Act 2000
Human Rights Act 1998
Digital Economy Act 2017
Extradition Act 2003
Crime and Courts Act 2013 (to prevent extradition)
Interception of Communication Act 1985.

Strategy and policy:

e.g. UK National Cyber Security Strategy – defend, deter, develop,
USA Department of Defence, five strategic goals

Interpol Global Cybercrime strategy, five activity streams.

Investment:

Education; embedding cyber security into the curriculum, teaching coding, focus on STEM (Science, Technology, Engineering, Maths) subjects

Cyber security specialists; attracting young people into the profession, skills development programmes, development of higher and degree level training (apprenticeships, degrees), developing the profession

Collaboration; developing opportunities for collaborative training across agencies (e.g. government, Armed Forces, industry and academia).

International response:

International law applies in cyberspace, international cooperation essential, multi stakeholder approach is best, challenges with differing legislation and views on individual rights and freedoms.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore the nature of cybercrime and cyber security			LO1 and LO2 D1 Critically analyse types of malicious cyber activity and the action that can be taken by individuals, businesses or governments to prevent it.
P1 Review types of malicious and/or criminal cyber activity.	M1 Analyse the concept of computers as 'targets' and 'tools' as related to cyber security, giving real-world examples.		
P2 Investigate the potential targets of cybercrime.			
LO2 Investigate roles and responsibilities in relation to cyber security			
P3 Illustrate who has a role in and responsibilities for cyber security.	M2 Assess the role of the Government in increasing cyber security.		
LO3 Review the threats to, and vulnerabilities in, cyber security			
P4 Explore the threats to, and vulnerabilities in, cyber security, giving examples.	M3 Assess the future threats that could impact cyber security.		LO3 and LO4 D2 Critically evaluate the responses that have been implemented by different organisations in response to cyber security threats.
LO4 Investigate the response to cyber security threats.			
P5 Summarise the different organisations that can be involved in the response to cyber security threats.	M4 Analyse different responses to cyber security threats.		
P6 Investigate the types of response that have been implemented in response to cyber security threats.			

Recommended resources

Textbooks

AMOROSO, E. and AMOROSO, M. (2017) *From CIA to APT: An Introduction to Cyber Security*. New York: Independently published.

GILLESPIE, A.A. (2015) *Cybercrime*. Oxon: Routledge.

GRABOSKY, G. (2015) *Cybercrime (Keynotes Criminology Criminal Justice)*. New York: Oxford University Press.

STEVENS, T. (2015) *Cyber Security and the Politics of Time*. Cambridge: Cambridge University Press.

SUTTON, D. (2017) *Cyber Security: A Practitioner's Guide*. Swindon: BCS.

Websites

nationalcrimeagency.gov.uk	National Crime Agency Crime threats, cybercrime (General reference)
ncsc.gov.uk	National Cyber Security Centre (General reference)
interpol.int	Interpol Crime areas, cybercrime (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 7: Law and Legal Systems

Unit 32: Serious and Organised Crime

Unit 37: Critical Infrastructure Protection.

Unit 44: International Policing

Unit code	H/616/7237
Unit level	5
Credit value	15

Introduction

In a global society, the concept of international policing, a knowledge of transnational and supranational policing and the ability to compare policing models in the Eastern and the Western world is crucial. Public services staff in this field must be up to date with contemporary issues in policing around the world.

This unit will outline the broad principles of policing within England and Wales with a consideration of international law. Students will be encouraged to research and incorporate historical criminology and the utilisation of case studies of UK police missions in foreign countries. Their debate will be informed by academic literature and research in the field.

Successful completion of this unit will allow students to specialise in the discipline of policing in a theoretical context, enabling them to apply the knowledge acquired for successful employment with the Police Service in a competitive and transitional social and political era.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate transnational policing in the UK
2. Assess the significance of supranational policing in a UK and international context
3. Investigate how community policing has been adopted by police forces internationally
4. Review the contemporary policing models used internationally.

Essential content

LO1 Investigate transnational policing in the UK

Policing in England and Wales:

Peelian policing

UK police forces

Community policing

Zero-tolerance policing

Transnational policing.

The rise of transnational policing:

War on drugs

War on terror

Cybercrime

Trafficking

Post-modern power systems.

LO2 Assess the significance of supranational policing in a UK and international context

'Supranational' policing concept and model:

Technique

Knowledge

Image

Co-operation

Policy transfer.

Agencies:

Formal/informal

Europol, Interpol

Cross-Channel Intelligence Committee

International Association of Chiefs of Police

The National Police Chiefs Council

International Crime and Policing.

International law, rules and standards:

Stabilisation approach to violent conflict

International Human Rights

The United Nations

Law enforcement, e.g. concepts and governing principles, preventing and detecting crime, maintaining public order, providing protection and assistance for people in need

Law enforcement powers, e.g. force and firearms, arrest and detention, extradition, search and seizure

Command, management and accountability.

Bilateral and multilateral UK Police Missions:

E.g. Cyprus 1960, Bosnia 1990, Iraq 2005, Allied Control Commission

Cold War, e.g. Greece, Malaysia/Vietnam

Commercialisation, e.g. Columbia

Early UN missions, e.g. Congo

National Security Strategy (2010), Strategic Defence and Security Review (2010), Building Stability Overseas Strategy (2011), Defence Engagement Strategy (2011).

LO3 Investigate how community policing has been adopted by police forces internationally

Geographical:

England and Wales

Scotland

Northern Ireland

Continental Europe

Central/Eastern Europe

North America

South America

Far East.

Cultural:

Colonial

Communist

Democratic.

Ethical policing:

Professional standards of transnational crime investigate

Ethical working

Counter-corruption

Use of force

Firearms and riot control

Accountability.

Contemporary models:

Community

Intelligence-led

Problem-orientated

Zero tolerance

Drugs

Fraud

Organised crime

Cybercrime

Restorative justice

Order maintenance, e.g. Broken Windows theory.

LO4 Review the contemporary policing models used internationally

Performance measurement and organisational change in policing:

E.g. Mastrofski's Six Domains of Performance (attentiveness, reliability, responsiveness, competence, manners, fairness).

Policing models:

Contemporary policing models UK, e.g. community policing, zero-tolerance policing, problem-oriented policing, intelligence-led policing

Peelian Model, UK (Sir Robert Peel), e.g. formation of uniformed policing, Peterloo Massacre, social control, consent, co-operation, community, patrol division, chosen or assigned, extensive training, formation, e.g. beats/squads, reactive, restrictive

Massline policing, China, e.g. strike hard policing, minimal training, uniformity and stability, superior and subordinate culture, mutual respect and understanding, social harmony, household registration scheme, systemised control

Samurai, Japan, e.g. Samurai, ensured law and order, feudal system, failure of western community policing model, lifetime employment, slow evaluation and promotion, non-specialised career paths, implicit control, collective decision making, collective responsibility, holistic concern, centralised, elitist.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate transnational policing in the UK		LO1 and LO2 D1 Critically evaluate the impact of transnational and supranational policing.
P1 Discuss the development of policing in the UK. P2 Review the rise of transnational policing in the UK.	M1 Assess the use and development of traditional UK policing.	
LO2 Assess the significance of supranational policing from a UK and international perspective		
P3 Investigate the concept and model framework of supranational policing with reference to case studies. P4 Investigate the role of agencies and law in the effectiveness of supranational policing.	M2 Analyse the impact of supranational policing on international crime with reference to case studies and academic research.	
LO3 Investigate how community policing has been adopted by police forces internationally		LO3 and LO4 D2 Critically evaluate how contemporary international policing models have developed and are adopted around the world.
P5 Compare the use of community policing across international police forces.	M3 Analyse comparative policing models with reference to relevant theory.	
LO4 Review the contemporary policing models used internationally.		
P6 Justify the use of contemporary policing models internationally.	M4 Assess the impact of ethical practice on contemporary international policing models.	

Recommended resources

Textbooks

ANDREAS, P. and NADELMANN, E. (2006) *Policing the Globe: Criminalization and Crime Control in International Relations*. New York: Oxford University Press.

BOWLING, B. (2010) *Policing the Caribbean: Transnational Security Co-operation in Practice*. Oxford: Oxford University Press.

MAWBY, R.I. (2013). *Policing Across the World: Issues for the Twenty First Century*. Abingdon: Routledge.

NEWBURN, T. (2012) *The Handbook of Policing*. 2nd edn. Abingdon: Willan Publishing.

PARKER, C. (2015) *The Japanese Police System Today: A Comparative Study*. Abingdon: Routledge.

SHEPTYCKI, J.W.E. (2014) *Issues in Transnational Policing*. Abingdon: Routledge.

Websites

icrc.org	International Committee of the Red Cross International Rules and Standards for Policing (Report)
interpol.int	Interpol (General reference)
europol.europa.eu	Europol (General reference)
npcc.police.ukf	National Police Chief's Council Policing Vision 2025 (General reference)
police-foundation.org.uk	The Police Foundation (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 15: Modern Warfare and Conflict

Unit 31: International Institutions and Global Affairs

Unit 32: Serious and Organised Crime.

Unit 45: Training, Coaching and Mentoring Techniques

Unit code	M/616/7239
Unit level	5
Credit value	15

Introduction

The development of training, coaching and mentoring techniques are key to a successful public service organisation. It provides opportunity for professional development, allows for change in individuals and draws on expertise from more experienced colleagues within the organisation.

The aim of this unit is for students to understand current training, coaching and mentoring methods in the public services. Students will be able to research different coaching and mentoring techniques and give a holistic account of each of the factors that impact a public service environment. Students will gain a thorough understanding of public sector coaching methods and what types of training are required as an employee in the public services. The topics in the unit include coaching philosophies, target setting, mentoring processes and methods of evaluating and reviewing the mentoring process.

On successful completion of this unit, students will be able to be critical about different methods and models of training and coaching. They will be able to analyse each aspect of these and understand contemporary techniques used in training, coaching and mentoring in public services organisations. In addition, students will have gained a greater understanding of the need for a mentoring system in the public services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore different coaching methods, exploring current models used in the public sector
2. Assess different methods of training within the public sector
3. Explore the need for mentoring in the public sector
4. Review the use of training, coaching and mentoring in the public sector.

Essential content

LO1 **Explore different coaching methods, exploring current models used in the public sector**

Coaching methods used currently:

GROW coaching model

Aims and objectives

Target setting

SMART targets.

Philosophy of coaching and approaches:

Ability to coach a variety of people

Impact on performance

Models of coaching

Development analysis

Coaching pedagogy

Culture of public services

Reflective practice, e.g. Kolb's learning cycle 1984 and Honey and Mumford 1982.

LO2 **Assess different methods of training within the public sector**

Different training required in different service:

Physical training

Entry/basic training

Skills training, e.g. police – numerical testing, RAF Personnel Officer – personnel administration training

Technology and communication training

Comparison of training across the services

Evaluate the training offered to different services

Improving employee human capital.

Other methods of training:

Coaching and mentoring

Lectures

Group discussion

On-the-job training

Specific training in different services.

Requirements for certain roles:

Entry requirements

Progression routes for a role

Understanding of a public service role

Employee engagement

Qualifications/continuous professional development

Impact of training on employee productivity

Skills involved working with customers

Value of resources, support after training.

LO3 Explore the need for mentoring in the public sector

Mentoring factors:

Management requirements

Employee expectations

Quality criteria

Mentee autonomy

Mentor-mentee relationship

Involving participants in the decision-making process

Organisation culture.

Impact of mentoring:

Job satisfaction

Intrinsic and extrinsic motivation

Improved problem-solving skills

Improved autonomy for mentee

Does mentoring improve the public services?

Improvement of human capital.

Mentoring activities:

Use of observations

Goal setting

Understanding transferable skills

Documenting of progress

Methods of communication.

LO4 Review the use of training, coaching and mentoring in the public sector

Holistic review:

Evaluate the learning development

The importance of evaluating the mentoring experience

Impact of good training and mentoring

Productivity change because of training and mentoring.

Effects of combined mentoring and training:

Expenditure and cost measured, e.g. progression of mentee

How physical and human resources are used

Comparison of experienced mentors

Key performance indicators used to measure success

Quality and accountability of training and coaching

Assess the investments for an organisation, e.g. time, salary of mentor

Potential risks of training.

Training and mentoring process:

Overview of training in the public sector

Use of coaching models, e.g. Honey and Mumford 1986, Kolb's learning cycle 1984

Methods and resources for training and mentoring, e.g. SMART targets, individual learning plans (ILPs), IT trackers, specialist equipment

Justification for training, coaching and mentoring in the public sector.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explore different coaching methods, exploring current models used in the public sector			D1 Critically evaluate coaching methods to improve performance.
P1 Discuss the different coaching methods and models used in the public services. P2 Design a coaching technique to be used in a public service setting.	M1 Review current coaching methods in the public sector.		
LO2 Assess different methods of training within the public sector			D2 Critically evaluate the importance of different training methods in improving the public sector's performance.
P3 Illustrate the different training methods used in the public sector. P4 Investigate the need for training to improve human capital in the public services.	M2 Assess how a training technique can develop human capital.		
LO3 Explore the need for mentoring in the public sector			LO3 and LO4 D3 Critically analyse the use of contemporary mentoring techniques within the public sector.
P5 Investigate the impact of mentoring on both internal and external customers in the public sector.	M3 Report on mentoring methods in the public sector.		
LO4 Review the use of training, coaching and mentoring in the public sector.			
P6 Compare the need for training, coaching and mentoring in the public services.	M4 Assess the use of training, coaching and mentoring, explaining the impact of each in the public sector.		

Recommended resources

Textbooks

BROCKBANK, A. and MCGILL, I. (2006) *Facilitating Reflective Learning Through Mentoring and Coaching*. London: Kogan Page Publishers.

STEVENSON, A. (2013) *The Public Sector: Managing the Unmanageable*. London: Kogan Page Publishers.

Journals

AARONS, G.A., HULBURT, M. and McCUE HORWITZ, S. (2010) *Advancing a Conceptual Model of Evidence-Based Practice Implementation in Public Service Sectors*. *Administration and Policy in Mental Health and Mental Health Services Research*. 38, (1) 4-23.

BORINS, S. (2001) *Encouraging innovation in the public sector*. *Journal of Intelligence Capital*. 2 (3) 310-319.

Websites

cipd.co.uk	Chartered Institute of Personnel and Development (General reference)
getmentoring.org	Get mentoring (General reference)
ons.gov.uk	Office for National Statistics Measuring the UK's human capital stock (General reference)
resources.eln.io	e-learning network Honey and Mumford (General reference)

Links

This unit links to the following related units:

Unit 30: Reflective Professional Practice

Unit 51: Human Resources – Values and Contribution to Organisational Success

Unit 52: Resource and Talent Planning.

Unit 46: Aviation and Maritime Protection

Unit code	H/616/7240
Unit level	5
Credit value	15

Introduction

Aviation and maritime protective services face a wide range of contemporary threats, with many of the threats faced by these two industries changing drastically over the past decades. The emergence of aviation terrorism, such as Lockerbie and 9/11, and the potential for maritime terrorism, such as a liquid natural gas carrier ship being detonated in a major port by terrorists, is ever present. Aviation and maritime protection are vital to the overall protection of any country or region. Effective protection of the air and sea can help countries and regions prevent terrorism, smuggling and piracy which will lead to a safer country.

In this unit, students will consider the history of aviation and maritime protection. Establishing a historical context will allow students to assess the contemporary issues facing the aviation and maritime protection sector, such as new age piracy, trafficking and smuggling, and the effect these threats pose at home and elsewhere. Students will identify the main organisations involved in aviation and maritime protection, allowing them to explore which are involved both at a national and international level. Linked to this, students will evaluate the methods of maintaining security using practical measures as well as national and international initiatives. This will allow them to develop a greater understanding of how national and international cooperation protects all citizens.

Students will be introduced to the reasons for searches and the types of searches available to personnel in this sector. They will apply their learning by planning and carrying out a simulated search of an aviation or maritime environment. This must take into consideration the legal and Health and Safety requirements required when undertaking a search. Students will then have the opportunity to develop their knowledge on potential careers or employment options within the aviation or maritime protective sector.

By the end of this unit, students will understand the threats faced by aviation and maritime protection organisations and how these threats are countered, while allowing for the application of searching skills which are vital for success in the protective services sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore organisations involved in aviation and maritime protection
2. Assess contemporary threats faced in the aviation and maritime protection sector
3. Review the methods of maintaining security in aviation and maritime protection
4. Conduct a security search in a simulated environment.

Essential content

LO1 Identify organisations involved in aviation and maritime protection

Organisations involved in aviation and maritime security:

Border Force/homeland security agencies

Police

Military

Fire Service

Maritime and Coastguard Agencies.

Roles and responsibilities of aviation and maritime protection personnel:

Protection of life, property and premises

Preventing economic loss

Detection and investigation of crimes

Use of surveillance equipment

Record and documentation keeping.

Personal skills and qualities of aviation and maritime protection personnel:

Dealing with the public

Working with other protective services

Working with third sector organisations

Skills required to be effective i.e. being alert, approachable, fair, effective use of legal authority.

LO2 Assess contemporary threats faced in the aviation and maritime protection sector

Threats faced by the aviation and maritime industries:

Piracy and terrorism

Smuggling and trafficking of weapons, drugs, humans, wildlife and finances

Evolution of aviation and maritime terrorism

Severity of the threat to aviation and maritime security

Emerging threats

Legislation, e.g. United Nations Convention on the Law of the Sea (UNCLOS).

Consequences:

Loss of life and injury to protective services personnel

Loss of life and injury to civilian population

Economic and commercial loss

Loss of confidence among consumers and the ability to attract future staff

Impact and effectiveness of attacks on aviation and maritime security

Capabilities of groups involved in aviation and maritime crime.

LO3 Review the methods of maintaining security in aviation and maritime protection

Types of security measures:

Patrolling

Identification systems

Maintenance of records and databases

Use of technology

Intelligence gathering

Role of the private security organisations in security

Role of the general public in maintaining security, e.g. education and awareness.

Initiatives to maintain aviation and maritime security:

Counter-terrorism legislation, e.g. Anti-terrorism, Crime and Security Act 2001, Counter-terrorism and Security Act 2015

International ship and port facility security (ISPS) code

Container Security Initiative (CSI)

Proliferation Security Initiative (PSI)

Customs-trade Partnership Against Terrorism (C-TPAT)

Security Management System

NATO's Aviation Committee.

LO4 **Conduct a security search in a simulated environment**

Reasons for searching:

Discover illegal substances, weapons, explosive devices or other smuggled/trafficked goods or persons

Protection of people, property and premises

Act as deterrence to illegal activity.

Types and scope of searches:

Person searches

Vehicle, vessel or aircraft searches

Building searches

Legal considerations

Use of equipment.

Procedure for searching:

Preparation and planning

Legal requirements, e.g. documentation and receipt

Limitation of searches

Health and Safety considerations

Use of equipment to support searches.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore organisations involved in aviation and maritime protection		LO1 and LO2 D1 Critically evaluate how organisations involved in aviation and maritime security work together to protect citizens both at home and abroad.
P1 Investigate the key national and international organisations involved in aviation and maritime security. P2 Discuss the key roles, purpose and responsibilities for aviation and maritime personnel.	M1 Analyse the effectiveness of national and international aviation and maritime organisations in security/protection.	
LO2 Assess contemporary threats faced in the aviation and maritime protection sector		
P3 Interpret the impact of the threats faced by aviation and maritime protective services.	M2 Analyse the consequences of failures in aviation and maritime security.	
LO3 Review the methods of maintaining security in aviation and maritime protection		D2 Critically evaluate how protective methods and initiatives support improvements in protection on an international level.
P4 Assess the effectiveness of methods used in aviation and maritime protection. P5 Assess initiatives in aviation and maritime protection both nationally and internationally.	M3 Analyse how protective methods and initiatives work together to improve protection on a national level.	
LO4 Conduct a security search in a simulated environment.		D3 Critically evaluate the effectiveness of pre-planning, execution, and outcomes of the search, providing recommendations for how the search could be improved in future.
P6 Produce a planning document for a simulated aviation or maritime search. P7 Demonstrate an effective method of search used in aviation or maritime protection.	M4 Analyse the effectiveness of pre-planning and execution of the search, highlighting successes and failures in the planning and execution of the search.	

Recommended resources

Textbooks

MCNICHOLAS, M. (2008) *Maritime Security: An Introduction*. Oxford: Butterworth Heinemann.

Journals

FOREST, J.J.F. (2010) *The Modern Terrorist Threat to Aviation Security*. *Perspectives on Terrorism*, vol. 1, no. 6.

KLINKER, L.M. and ROWE, D.W. (2009) *Improving information exchange*. Supporting national security in the maritime and airspace domains, pp. 1.

STEWART, M.G. and MUELLER, J. (2013) *Terrorism Risks and Cost-Benefit Analysis of Aviation Security*. *Risk Analysis*, vol. 33, no. 5, pp. 893-908.

TREVES, T. (2009) *Piracy, Law of the Sea, and Use of Force: Developments off the Coast of Somalia*. *European Journal of International Law*, vol. 20, no. 2, pp. 399-414.

Websites

asi-mag.com	Aviation Security International (General reference)
nato.int	North Atlantic Treaty Organisation (General reference)
rand.org	RAND Corporation Maritime Piracy (General reference)
un.org	United Nations Security Council (General reference)

Links

This unit links to the following related units:

Unit 6: Terrorism and Counter-terrorism

Unit 15: Modern Warfare and Conflict

Unit 37: Critical Infrastructure Protection.

Unit 47: Contemporary Sociological Issues

Unit code	K/616/7241
Unit level	5
Credit value	15

Introduction

Contemporary sociological issues include themes such as criminality, the integration of immigrants, religion and culture, families and social inequality, norms and conflicts. This unit will give students an understanding of sociology and the impact of contemporary society on public services. Students will develop a theoretical knowledge of sociology as well as its application to society, including the construction of contemporary social structures and tension between structure and agency. Students will explore culture, family, sexuality, disability and gender and how they contribute to the structure of society. They will discuss the development of individuals and groups within society and structural influences such as political, economic and cultural factors that may determine a life path.

By the end of the unit, students will be able to assess contemporary sociological issues in society in relation to public services with reference to sociological theory. They will be able to understand how this contributes to change as well as the subsequent impact upon availability and provision of public services.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the construction of social structures in society with reference to key sociological theories and thinkers
2. Explore the development of individuals and groups and their relevance to public services and contemporary society
3. Identify the structures of society and the influences on individuals and groups in times of societal change
4. Review the impact of contemporary issues on the public services.

Essential content

LO1 Explore the construction of social structures in society with reference to key sociological theories and thinkers

Structure and agency:

Structures in society

Agency, e.g. individual autonomy and independence

Tensions between structure and agency

Impact on public services.

Key theories/thinkers:

Marx

Durkheim

Goffman

Bernard

Weber.

Culture:

Nationality

Ethnicity

Religion

Age

Wealth/class

Divisions

Disability

Crime.

Family:

Nuclear
Extended
Single parent
Foster
Orphans
Cross-cultural
Childless
Step
Grandparent.

LO2 Explore the development of individuals and groups and their relevance to public services and contemporary society

Individuals:

Key theories of socialisation
Conflict management
Self-reflection
Reflexivity
Ability to influence outcomes
Compliance within society
Identity: gender/nationality
Deviance.

Groups/cultures:

Formation of groups
Culture
Formation of norms
Role of rewards/sanctions
Conformity
Lifestyle choices
Gang crime
Online, e.g. media/networking/crime.

Structural influences:

Nature and nurture

Childhood and family environment

Education and employment

Leisure activities

Health and wellbeing

Impact of structural influences on decisions and society

Social stratification/social mobility.

LO3 Identify the structures of society and the influences on individuals and groups in times of societal change

Societal change:

Demographics, e.g. population profiles

National, regional and local

Economy, e.g. poverty, wealth, employment

Social benefit, i.e. 'welfare state'

Technology, e.g. internet, social networking, cybercrime

Healthcare.

Political and economic factors:

Systems of stratification, e.g. age, gender, race, social class, households/families.

Social factors:

Family

Community

Education

Work

Unemployment

Leisure.

Cultural values and beliefs:

Ethnicity

Religious beliefs

Distribution of wealth.

Impact on public services:

Changing demands for public services from different groups in society

Impact of demography, economy, technology on need for public services.

LO4 Review the impact of contemporary issues on the public services

Contemporary issues:

Immigration

Substance abuse, e.g. legal highs

Knife/gun crime

Social media

Trafficking

Child abuse and grooming

Poverty

Unemployment

Healthcare

Education

Inequality

Terrorism

Impact on public services

Availability of resources and services

Accessibility of services

Increase in crime

Increase in job-related stress

Efficiency of service

Quality of service.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explore the construction of social structures in society with reference to key sociological theories and thinkers</p>		<p>LO1 and LO2</p> <p>D1 Critically analyse the impact of structural influences and impact in determining individual and group decisions, providing an evaluation of the contribution of key thinkers to contemporary sociological studies.</p>
<p>P1 Investigate the construction of social structures in society and their relationship with agency.</p> <p>P2 Illustrate the tensions between structure and agency with reference to key influences on the construction of social structures.</p>	<p>M1 Assess the contribution of key thinkers to social structures in society with reference to theory.</p>	
<p>LO2 Explore the development of individuals and groups and their relevance to public services and contemporary society</p>		
<p>P3 Review the key factors that influence the development of individuals in society, including key theories of socialisation.</p>	<p>M2 Analyse the key factors that influence the development of groups in society with reference to key thinkers.</p>	

Pass	Merit	Distinction
<p>LO3 Identify the structures of society and the influences on individuals and groups in times of societal change</p>		<p>LO3 and LO4</p> <p>D2 Critically evaluate the relationship between structural influences and changes in society with reference to contemporary issues and the impact on public services.</p>
<p>P4 Demonstrate how political, social and economic constructs can be used to categorise society.</p> <p>P5 Review how current trends in societal change might shape social expectations with reference to cultural values and beliefs in society.</p>	<p>M3 Analyse the implications of changes in in society for public services.</p>	
<p>LO4 Review the impact of contemporary issues on the public services.</p>		
<p>P6 Review a range of contemporary issues in society and how they impact upon at least one public service.</p>	<p>M4 Analyse the impact of a range of contemporary issues on at least two public services.</p>	

Recommended resources

Textbooks

FULCHER, J. and SCOTT, J. (2011) *Sociology*. 4th edn. Oxford: Oxford University Press.

GIDDENS, A. (2009) *Sociology*. 6th edn. Cambridge: Polity.

JOHNSON, D.P (2008) *Contemporary Sociological Theory: An Integrated Multi-Level Approach*. New York: Springer.

MACIONIS, J.J. and PLUMMER, K. (2011) *Sociology: A Global Introduction*. 5th edn. New Jersey: Prentice-Hall.

SEALE, C. (2011) *Researching Society and Culture*. 3rd edn. London: Sage.

Websites

lse.ac.uk

London School of Economics (LSE)

British Journal of Sociology

(General reference)

Links

This unit links to the following related units:

Unit 4: Public Services in Contemporary Society

Unit 8: Crime Reduction and Community Safety

Unit 14: Crime and Substance Misuse

Unit 34: Theories of Crime

Unit 36: Understanding and Leading Change.

Unit 48: Youth Offending

Unit code	T/616/7243
Unit level	5
Credit value	15

Introduction

There are many reasons for examining the relationship between young people and crime. One of the more obvious is that the levels of involvement in criminal activity, whether judged by official statistics or self-report studies, are at their highest in the teenage years. Childhood and youth are commonly seen as times when patterns for later life are being set. Effective intervention, or the lack of it, may decide whether young offenders become prolific criminals.

This unit will bring together theory, policy and skills that are relevant to a multi-agency setting within the criminal justice system. Students will focus on analysing both youth crime and responses to it, the latter concentrated largely on the youth justice system, but may also involve initiatives relating to parenting, schooling, problem drug or alcohol use or social inclusion. Students will discuss the key principles relating to how youth justice has evolved and how punishment has modernised to create a balance between deterrence and rehabilitation. They will also examine some of the main theories and models that have been put forward to explain youth crime, including behavioural patterns linked to social decisions such as those based on class, ethnicity and gender. They will also consider the effects of 'moral panic' on youth offending throughout history. Finally, students will undertake a review of recent developments and future directions in youth justice with consideration of key concepts and debates related to youth offending.

On successful completion of this unit students will have developed skills which will support roles in a range of public sector organisations who are involved with the youth justice system.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the development of youth offending as a public service issue and concept
2. Assess the factors that contribute to youth offending in modern society
3. Examine the response to contemporary youth offending and youth justice
4. Investigate how third sector agencies work together with public services to reduce youth re-offending through preventative and rehabilitative strategies.

Essential content

LO1 Explore the development of youth offending as a public service issue and concept

Understanding youth crime:

Risk factors

Profiling youth crime, e.g. self-report studies

Young people as victims

Learning theories, e.g. differential association

Social learning theory

Developmental theories, e.g. developmental propensity theory

Adolescence limited theory

Life-Course-Persistent Offending

Interactional theory

Psychological theory, e.g. attachment theory

Personality theory.

Causes of youth offending:

Violence, deprivation, poverty, exclusion.

The development of youth justice, a public service response:

The rise of the welfare model

The return to justice

Diversion in the 1980s

The Punitive Turn

New Labour

Government policy

Legislation, e.g. multi-agency public protection arrangements

Alternative provisions

National Offender Management Service

Offender management model.

Impact on public services:

Media response, e.g. it can drive policy due to public interest, i.e. knife crime and the subsequent amnesties, moral panics

Resources

Specialist training/services

Legal requirements

Third sector collaboration.

LO2 Assess the factors that contribute to youth offending in modern society

Risk factors:

E.g. class, race, ethnicity, gender, family, education, community, personal (learning difficulty/ mental health), child abuse, experience of care.

Risk of reoffending:

E.g. cognitive, lifestyle, statutory education.

Protective factors:

Individual: e.g. female gender, resilient temperament, sense of self-efficacy, positive/outgoing disposition, high intelligence, social bonding: relationships with one or both parents, positive relationships with tutors and other adults and peers who hold positive attitudes, positive social behaviour

Healthy standards: e.g. attitudes across community, view of parents, promotion of health standards within school

Opportunities for involvement, social and reasoning skills, recognition and due praise.

LO3 Examine the response to contemporary youth offending and youth justice

Government policies and initiatives:

Improving welfare, health, education

Development of secure schools

Alternative provision curriculum

Anti-social behaviour orders

United Nations Convention on the Rights of the Child (1989)

Youth Offender Institutions

Crime Prevention, Crime and Disorder Act 1998.

Responses:

Out-of-court disposals

Young people on trial

Welfare needs

Custodial sentences

Remands

Youth justice reinvestment pathfinders

Breach

Community sentences

Intensive alternatives

Restorative justice

Youth offending teams (YOTs), youth courts, Youth Justice Board (YJB)

Reducing re-offending, rehabilitation: assessment of impairments and vulnerability

Speech language, communication needs

Education and training

Resettlement

Spent convictions

Transition to adult provision.

Impact:

Impact of youth offending on public services, communities and individuals.

LO4 Investigate how third sector agencies work together with public services to reduce youth re-offending through preventative and rehabilitative strategies

Services:

E.g. Probation Service, Prison Service, statutory and non-statutory services, voluntary organisations, charities

Rehabilitation and prevention programmes, e.g. physical and mental wellbeing, housing and accommodation, drug and alcohol misuse, literacy and education, employability, relationships with family, peers and communities, attitudes and behaviours, practical and emotional support for offenders and families, skills-based training, restorative justice, advocacy roles

Management of high risk offenders:

Skills development

Preventative programmes

Rehabilitative programmes

Multi-agency working skills

Professional and organisational conflicts.

Multi-agency public protection arrangements:

Legislative and policy frameworks

Impact of inquiry

Equality and Human Rights Commission.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the development of youth offending as a public service issue and concept		LO1 and LO2 D1 Critically analyse the factors that contribute to youth offending and their impact on a specific public service.
P1 Review the evidence base that guides the development of governmental policies and initiatives in youth offending. P2 Illustrate a range of theories of youth offending with reference to key thinkers.	M1 Assess the impact of youth offending on a range of public services.	
LO2 Assess the factors that contribute to youth offending in modern society		
P3 Investigate possible risk factors that contribute to youth offending. P4 Discuss the research into suggested protective factors against youth offending.	M2 Analyse the factors that academic research suggests contribute to youth offending in contemporary society.	

Pass	Merit	Distinction
L03 Examine the response to youth offending and the future directions of youth justice		L03 and L04 D2 Critically evaluate directions and collaboration for dealing with youth offending by public services organisations.
P5 Discuss the youth justice system. P6 Investigate the development of responses to youth offending by the public services.	M3 Analyse the impact of responses to youth offending on public services, communities and individuals.	
L04 Investigate how third sector agencies work together with public services to reduce youth re-offending through preventative and rehabilitative strategies.		
P7 Discuss the role of third sector agencies in the prevention and rehabilitation of youth offending. P8 Investigate the policy and legislative implications for public services having a multi-agency approach to reducing youth offending.	M4 Analyse the impact of third sector agencies and public services working together to reduce re-offending through preventative and rehabilitative strategies.	

Recommended resources

Textbooks

- GOLDSON, B. (2008) *A Dictionary of Youth Justice*. Devon: Willan Publishing.
- GOLDSON, B. and MUNCIE, J. (2006) *Youth Crime and Justice: Critical Issues*. London: Sage.
- MUNCIE, J. (2004) *Youth and Crime: A Critical Introduction*. 2nd edn. London: Sage.
- PYCROFT, A. and GOUGH, D. (2010) *Multi-agency Working in Criminal Justice: Control and Care in Contemporary Correctional Practice*. Oxford: Policy Press.
- SMITH, R. (2007) *Youth Justice: Ideas, Policy and Practice*. 2nd edn. Devon: Willan Publishing.

Websites

gov.uk	GOV.UK Review of the youth justice system (General reference/Report)
westminster-briefing.com	Westminster Briefing Youth offending (General reference)

Links

This unit links to the following related units:

Unit 4: Public Services in Contemporary Society

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 50: Offender Management.

Unit 49: Applied Forensic Psychology

Unit code	A/616/7244
Unit level	5
Credit value	15

Introduction

Psychological research and theory is practically applied throughout the crime and justice public services. Those working in this branch of the public services need an awareness of the practical application of psychology within different forensic settings and at different stages of the criminal justice process.

This unit explores the role of psychological techniques within different stages of the criminal justice process: the identification of offenders, the support of victims and witnesses in retrieving memories, and in the management and treatment of offenders. The topics included in this unit are criminal investigative analysis techniques such as offending profiling, crime pattern analysis and case linkage, memory – specifically eyewitness memory – and sentencing and programme options for managing offenders.

On successful completion of this unit, students will be able to explain the techniques that are used to assist in the identification of offenders; explore how psychology applies to eyewitness memory and the retrieval of memories; and assess the application of psychology to the management and treatment of offenders.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the techniques that are used to assist in the identification of offenders
2. Explore how psychology applies to eyewitness memory and the retrieval of memories
3. Assess the application of psychology in the management and treatment of offenders.

Essential content

LO1 Investigate the techniques that are used to assist in the identification of offenders

Criminal investigative analysis:

Offender profiling

FBI approach

Geographical approach

Statistical profiling

Clinical approach

Usefulness of profiling

Suitable crimes.

Case linkage:

Comparative case analysis

Trends, patterns, hotspots.

LO2 Explore how psychology applies to eyewitness memory and the retrieval of memories.

Memory:

Recall, recognition

Memory stores, e.g. working memory, short-term memory, long-term memory

Retrieval.

Stages of memory:

Three stages: acquisition, retention, retrieval.

Variable that can interfere with memory:

Acquisition factors, e.g. duration of event, illumination, nature of event, target factors

Retention factors, e.g. retention interval, discussion, repeated testimony

Retrieval factors, e.g. leading questions, style of recall

Other factors, e.g. witness age, witness confidence.

How victims and witnesses are supported:

Interviewing, e.g. the cognitive interview, memory retrieval in court Rules of questioning, types of question.

LO3 Assess the application of psychology in the management and treatment of offenders

Sentencing:

Purpose of punishing crimes

Community and custodial sentences

Sentencing guidelines.

Assessing offenders:

Aim of risk and need assessments

Actuarial assessments

Static and dynamic risk factors

Clinical assessment

Advantages and disadvantages

Specific risk and need assessment tools, e.g. psychometric testing, offender assessment system (OASys), psychopathy checklist, revised (PCL-R), Risk Matrix 2000, Violence Risk Appraisal Guide (VRAG), Sexual Offences Appraisal Guide (SORAG), Historical Clinical Risk Management 20 (HCR 20), Structured Assessment of Risk and Need (SARN), Spousal Assault Risk Assessment (SARA).

Treatment of offenders:

What Works report, Offending Behaviour Programmes (OBPs), individual group therapy, therapeutic communities, behaviour modification.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the techniques that are used to assist in the identification of offenders		D1 Critically evaluate the usefulness and accuracy of offender profiling and case linkage in identifying offenders.
P1 Illustrate the different methods of offender profiling. P2 Investigate the techniques of case linkage and comparative case analysis used to assist in the identification of offenders.	M1 Analyse how offender profiling and case linkage are used to assist in the identification of offenders.	
LO2 Explore how psychology applies to eyewitness memory and the retrieval of memories		D2 Critically evaluate the most effective methods of questioning victims and witnesses to ensure accurate retrieval.
P3 Research the stages of memory. P4 Discuss the factors that influence the accuracy of eye witness memory at each of the three stages.	M2 Assess how victims and witnesses are supported in retrieving memories through effective questioning.	
LO3 Assess the application of psychology in the management and treatment of offenders		D3 Critically evaluate the effectiveness of accredited programmes aimed at reducing reoffending.
P5 Illustrate the methods for assessing offenders to determine appropriate management and treatment. P6 Discuss the sentencing options and programmes available for dealing with offenders.	M3 Assess the 'What Works' debate, considering the evidence for effective community-and prison-based programmes aimed at reducing reoffending.	

Recommended resources

Textbooks

- AINSWORTH, P. (2001) *Offender Profiling and Crime Analysis*. Devon: Willan Publishing.
- ALISON, L. (2005) *Forensic Psychologists Casebook: Psychological Profiling and Criminal Investigation*. Devon: Willan Publishing.
- CANTER, D. and ALISON, L. (2016) *Profiling in Policy and Practice*. London: Routledge.
- HOWITT, D. (2015) *Introduction to Forensic and Criminal Psychology*. 5th edn. Essex: Pearson.
- LAMPINEN, J.P., NEUSCHATZ, J.S. and CLING, A.D. (2017). *The Psychology of Eyewitness Identification*. London: Routledge.
- SHAPIRO, D.L. and NOE, A.M. (2015) *Risk Assessment: Origins, Evolution, and Implications for Practice*. London: Springer.
- WEISBURD, D., FARRINGTON, D.P. and GILL, C. (2016). *What Works in Crime Prevention and Rehabilitation: Lessons from Systematic Reviews*. London: Springer.

Websites

app.college.police.uk	College of Policing APP content, intelligence management, analysis, investigation, investigative interviewing (General reference)
justice.gov.uk	Justice Offenders, before and after release, offender behaviour programmes (OBPs) (General reference)

Links

This unit links to the following related units:

Unit 7: Law and Legal Systems

Unit 8: Crime Reduction and Community Safety

Unit 33: Justice, Punishment and Rehabilitation

Unit 50: Offender Management.

Unit 50: Offender Management

Unit code	F/616/7245
Unit level	5
Credit value	15

Introduction

The management of offenders has come a long way since the centuries' old practices of workhouses, public floggings, lifelong incarceration and hangings. Such days are long gone and a more rehabilitative and structured approach is in place to manage those individuals that fail to uphold the law.

This unit has been designed to provide students with a detailed understanding of how offenders are managed both within the prison system and within the community. Students will explore topics including the pathways identified as reducing reoffending, the organisations involved in the management of offenders and the ways they work together. The responsibilities of community management services will be explored before students investigate the prison estate and the function of sentence planning in ensuring effective management of offenders in prison. Students will use empirical data and case studies to analyse the effectiveness of offender management in reducing reoffending.

On successful completion of this unit, students will have examined the nature of offender management, investigated the management of offenders in the community, explored the custodial management of offenders and, through case study analysis, assessed the effectiveness of offender management.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the nature of offender management
2. Investigate the management of offenders in the community
3. Explore the custodial management of offenders
4. Review the effectiveness of offender management.

Essential content

LO1 Explore the nature of offender management

Theories of punishment:

Retributivism versus reductivism
Deserved versus reduction of crime.

Purposes of sentencing:

Punish the offender
Reduce crime
Reform and rehabilitate offenders
Protect the public
Make the offender give something back.

Organisations:

e.g. Ministry of Justice (MOJ), Her Majesty's Prison and Probation Service (HMPPS), Her Majesty's Prison Service (HMPS), National Probation Services (NPS), Community Rehabilitation Companies (CRCs), police, job centres, housing, health and drug services, charities.

Pathways to reducing reoffending:

Accommodation and support
Education, training and employment
Health
Drugs and alcohol
Finance, benefits and debt
Children and families
Attitudes, thinking and behaviour.

Collaborative management of offenders:

e.g. Integrated Offender Management, Prolific and Priority Offender (PPO) Scheme, Multi-agency Public Protection Arrangements (MAPPA), Drug Intervention Programme (DIP), Multi-agency Risk Assessment Conference (MARAC).

Legislation and policy:

Offender Management Act 2007

National Standards for the Management of Offenders.

LO2 Investigate the management of offenders in the community

Key organisations:

National Probation Service

High-risk offenders

Community Rehabilitation Companies

Low- and medium-risk offenders

Ministry of Justice Strategy, 'Transforming Rehabilitation: A Strategy for Reform'.

Community sentence court requirements:

Unpaid work

Rehabilitation Activity Requirement (RAR)

Offending behaviour programme

Prohibition of activity

Curfew

Exclusion requirement

Residence requirement

Foreign travel prohibition requirement

Mental health treatment

Drug rehabilitation requirement

Alcohol treatment requirement

Alcohol abstinence and monitoring requirement

Attendance centre requirement.

Responsibilities:

Provide effective rehabilitation
Tackling the causes of offending
Preparing pre-sentence reports for courts
Managing approved premises
Assessing offenders in prison
Helping offenders meet court requirements
Communicating with victims.

Supervision of offenders:

Offender Rehabilitation Act 2015
Supervision requirement
Supervision of community sentence
Post-sentence supervision
Release on licence
Parole
Recall.

LO3 Explore the custodial management of offenders

Purpose of imprisonment:

Punishment
Incapacitation
Deterrence
Rehabilitation.

Types of prison:

Private and state-run
Male, female, youth custody
High-security, Category B, C
Open and closed prisons
Remand, local, dispersal.

Types of sentence:

Remand

Determinate

Indeterminate

Life.

Sentence planning:

Assessment of criminogenic needs and associated risks

Offender Assessment System (OASys)

Assess/plan/implement/review/evaluate

Offender manager, offender supervisor, personal officer

Activities to reduce risk, purposeful activity, e.g. education, work, training, offending behaviour programmes.

Prison reforms:

Prisons as places of work

Prisons as places of reform and rehabilitation

Different governments' priorities and focus.

LO4 Review the effectiveness of offender management

Data and evidence:

National Audit Office

Ministry of Justice statistics

Reoffending rates

Nature of recidivism.

Comparisons:

Community versus custodial sentences

Short- versus long-term sentences

Different pathways to reduce reoffending.

Case studies:

E.g. partnership management, charity support/mentoring, successful cases, unsuccessful cases.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the nature of offender management		LO1 and LO2 D1 Critically evaluate the effectiveness of offender management in the community.
P1 Discuss theories of punishment and the purpose of sentencing. P2 Investigate a range of organisations involved in offender management.	M1 Assess examples of partnership working to manage offenders.	
LO2 Investigate the management of offenders in the community		
P3 Illustrate the community sentences that can be imposed by a court. P4 Investigate the organisations that are involved in the community management of offenders.	M2 Analyse the role of organisations managing offenders in the community.	
LO3 Explore the custodial management of offenders		LO3 and LO4 D2 Critically evaluate the management of offenders in custody and the effectiveness of offender management.
P5 Discuss the purpose of imprisonment. P6 Research the types of prison and custodial sentence.	M3 Assess the importance of sentence planning.	
LO4 Review the effectiveness of offender management		
P7 Interpret data on reoffending after community and custodial sentences.	M4 Analyse data and case studies and make inferences about the effectiveness of offender management.	

Recommended resources

Textbooks

BOTTOMS, A. (2004) *Alternatives to Prison*. Devon: Willan.

CANTON, R. and HANCOCK, D. (2007) *Dictionary of Probation and Offender Management*. Devon: Willan.

ROBINSON, A. (2011) *Foundations for Offender Management: Theory, Law and Policy for Contemporary Practice*. Bristol: Policy Press.

YEWKES, Y., BENNETT, J. and CREWE, B. (2016) *Handbook on Prisons*. 2nd edn. London: Routledge.

Websites

clinks.org	Clinks Voluntary Sector and Criminal Justice (General reference)
hub.unlock.org	The Information Hub (General reference)
mappa.justice.gov.uk	Multi-agency Public Protection Arrangements Community contents (General reference)
ons.gov.uk	Office for National Statistics Crime and justice Data sets (General reference)
prisons.org.uk	prisons.org.uk (General reference)
prisonreformtrust.org	Prison Reform Trust (General reference)

Links

This unit links to the following related units:

Unit 8: Crime Reduction and Community Safety

Unit 14: Crime and Substance Misuse

Unit 23: Third Sector and Public Services

Unit 33: Justice, Punishment and Rehabilitation.

Unit 51: Human Resources – Values and Contribution to Organisational Success

Unit code	J/616/7246
Unit level	5
Credit value	15

Introduction

The public sector is a diverse working environment. Although frontline roles are those most frequently referred to, the public services cannot function without effective back-office support: the human resources (HR) function is imperative to creating an effective public service.

This unit has been designed to give students the opportunity to explore the role and function of HR, HR theory and emerging HR developments. This will enable students to show an awareness of HR as a key contributor to organisational success. They will explore the role of HR in supporting individuals, the workforce and the organisation, and the theory, approaches and techniques that are employed to foster a motivated workforce. Theories of organisational design and change management will be examined before students are given the opportunity to apply this to the public sector.

On successful completion of this unit, students will understand the role and importance of HR within the public sector; appreciate how HR assists in developing motivated, knowledgeable and experienced individuals and teams in the public sector; and recognise the relationship between organisational design and change management and its importance in ensuring effective public service delivery.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explore the role of HR within the public services
2. Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services
3. Assess the importance of organisational design to the delivery of sustainable performance
4. Review the relationship between organisational design and change management.

Essential content

LO1 Explore the role of HR within the public services

Organisational support:

Recruitment and selection, e.g. positive action campaigns to encourage applications from under-represented groups

Investigating complaints against staff (internal and external)

Driving and delivering change and efficiency

Equality and diversity

Policies and procedures

Contribution to organisational strategy development and implementation.

Staff support:

Employee health and wellbeing

Occupational health

Pay, support and guidance.

Workforce development:

Resilience, flexibility, willingness to change

Talent management/development

Training and development, e.g. designing, developing and delivering training to ensure workforce is able to accomplish organisational strategy and direction

Continuing professional development (CPD)

Performance management, e.g. appraisals.

LO2 Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services

Motivation:

Intrinsic and extrinsic motivation

How motivation can be harnessed to support competitive advantage

Issues associated with low levels of motivation

Strengths associated with high levels of motivation

Theories of motivation:

Maslow's Hierarchy of Needs

Existence Relatedness and Growth (ERG) theory

McGregor's Theory X and Theory Y

Expectancy theory

Reinforcement theory

Herzberg Two-factor Theory

McClelland (needs for affiliation, power, and achievement) Theory of Human Motivation

Adam's Equity Theory

Content versus process motivational theories.

Human capital theory:

Human capital as a concept which relates to the value of knowledge, habits and attributes which people have

How human capital can be developed to support organisational growth.

Knowledge management:

As a concept and process where levels of knowledge in an organisation are captured and developed to achieve organisational objectives

Using job analysis to identify the requirements of a job and to benchmark the required level of human capital required to meet aims and objectives.

Strategies for developing a motivated, knowledgeable and experienced public sector workforce:

E.g. effective appraisals, rewarding performance, recognition, training and development, transition planning.

LO3 Assess the importance of organisational design to the delivery of sustainable performance

Organisational design (OD):

Organisational design as an historical concept

What is contemporary OD?

Designing organisations to meet strategic aims

Impact of Government on public sector OD.

Sustainable performance:

Understanding that an organisation must be designed and structured in such a way that delivering sustainable short- and long-term objectives is achievable

OD as part of a process where sustainability is a key factor of, and to, the process

Challenges faced by public sector organisations in maintaining performance, e.g. changing government priorities, budget changes.

Agile organisations:

What are the characteristics of an agile organisation?

How are these implemented giving consideration to the existing people, processes and culture?

OD theories and models:

E.g. change theory, McKinsey's 7S model, typologies of change and transformation/transactional OD.

LO4 Review the relationship between organisational design and change management

The changing environment:

How does this impact on organisations needing to adapt?

Do they take an incremental or radical approach? The decision will determine how the organisation is designed and managed

How has the public sector changed? E.g. combining back-office functions, austerity and budget cuts, focus on reduced costs and increased efficiency, protection of frontline services, lean management strategies.

Change management:

Change management theories and theorists, e.g. Lewin, Kotter, transformational change or the psychology of change

Consider effective change management within legal and ethical constraints

Barriers to change:

Considering these at the organisational and individual level where it is accepted that people are the biggest barriers

Self-efficacy perceptions and the relationship to organisational change.

Overcoming barriers to change:

Through communication, employee involvement, organisational re-design and/or preparing employees for change.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the role of HR within the public services		LO1 and LO2 D1 Critically evaluate the role of HR in recruiting and developing effective teams in the public sector.
P1 Illustrate the role of HR within the public sector in supporting individual staff members, developing the workforce and supporting the organisation in their strategic aims.	M1 Analyse the importance of HR in the public sector.	
LO2 Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services		
P2 Interpret the different approaches and techniques used within the public sector for attracting, maintaining, developing and rewarding a skilled and dedicated workforce.	M2 Analyse different approaches and techniques to motivation, human capital and knowledge management.	
LO3 Assess the importance of organisational design to the delivery of sustainable performance		LO3 and LO4 D2 Critically evaluate the relationship between organisational design and change management within the public sector.
P3 Research the concept and theories of organisational design.	M3 Analyse the challenges faced by public sector organisations with regard to organisational design and sustainable performance.	
P4 Interpret how organisational design impacts on delivery and performance.		
LO4 Review the relationship between organisational design and change management		
P5 Review theories of change management.	M4 Analyse change management within the public sector and how change management and organisational design can be implemented to ensure organisational success.	
P6 Research how a particular public service has responded to change over the past ten years.		

Recommended resources

Textbooks

HAYES, J. (2014) *The Theory and Practice of Change Management*. 4th edn. London: Palgrave Macmillan.

LEWIS, L.K. (2011) *Organisational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

MEE-YAN, C.J. and HOLBECHE, L. (2015) *Organisational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

PINK, D.H. (2011) *Drive*. Edinburgh: Canongate Books.

STANFORD, N. (2013) *Organisation Design: Engaging with Change*. 2nd edn. London: Routledge.

Websites

cipd.co.uk	Chartered Institute of Personnel and Development Knowledge hub (General reference)
hrmagazine.co.uk	HR Magazine Articles: The future of public sector HR (General reference)
personneltoday.com	Personnel Today Five key challenges for public sector HR professionals (General reference)
pmjobs.cipd.co.uk	People Management Jobs Article: HR in the Public Sector (General reference)

Links

This unit links to the following related units:

Unit 1: Organisational Structures and Culture

Unit 4: Public Services in Contemporary Society

Unit 36: Understanding and Leading Change

Unit 52: Resource and Talent Planning

Unit 52: Resource and Talent Planning

Unit code	L/616/7247
Unit level	5
Credit value	15

Introduction

Sustainable organisation, performance and growth, especially in times of austerity, requires a constant assessment of skills and requirements which will then inform the training and development of existing employees. However, there will always be the need to recruit new staff to support organisational growth, or to replace those who leave.

This unit offers students the opportunity to develop knowledge and understanding to ensure that an organisation has the skilled personnel it requires, at the time it requires them, to meet its strategic intent. Students will engage in learning that provides fundamental knowledge relating to recruitment, selection, succession planning and talent management.

On successful completion of this unit, students will have the knowledge and skills to make a positive contribution to the human resource function of an organisation. Students will appreciate the way in which different organisations are managed, thereby putting themselves in a position to contribute to effective resource and talent planning in the context of diverse and distributed locations.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector
2. Illustrate current and anticipated skills requirements in the public sector
3. Apply the appropriate documents and processes which contribute to effective recruitment and selection within the public sector
4. Evaluate how to manage the human resource life cycle within the context of HR strategy within public sector organisations.

Essential content

LO1 **Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector**

Workforce planning and talent management:

What is HR strategy?

What is talent and talent management?

What is workforce planning?

Discuss the links of a systematic approach to talent resourcing and strategic human resource management (HRM).

Labour market trends and legal restrictions:

Labour market trends that influence HR processes, e.g. demographics, the changing economic, political composition of a population and social trends

Trend analysis and analysis of labour demand and supply forecasting

Analyse specific HR legislation constraints and requirements

Contemporary HR issues, e.g. the role of human and social capital, the rise in ethical awareness, increased competitive intensity and globalisation, skills development to align with advancements in new technologies and an emerging technological workforce culture

Influencing factors, e.g. public demand, funding, positive/active discrimination.

LO2 **Illustrate current and anticipated skills requirements in the public sector**

Job analysis:

What is job analysis?

Methods of job analysis and the collection of data and information

Applying skills requirement analysis and supply and demand forecasts

The importance of job analysis for creating appropriate job descriptions and job specifications.

Job design:

What is job design?

Considering job responsibility, job variety and job enrichment

The application of succession planning to identify and develop skills and abilities of employees

Methods of performance management versus talent management to monitor, develop and manage employee contribution to meeting overall business objectives.

LO3 Apply the appropriate documents and processes which contribute to effective recruitment and selection within the public sector

Recruitment and selection policies and processes:

Recruitment and selection processes and methods assessing validity and reliability using modern methods, e.g. psychometric testing

Recruitment methods, e.g. both the use of external and internal sources, psychometric testing, key skills and behavioural competencies, multi-stage, physical/endurance tests

Selection methods for shortlisting and assessing applicants, e.g. the key skills, behavioural competencies and attributes required, as identified in job role descriptions

The legal and financial aspects and implications of different recruitment and selection methods, utilising cost-effective and proven techniques

How to effectively administer recruitment and selection policies with consideration of the legal requirements.

LO4 Evaluate how to manage the human resource life cycle within the context of HR strategy within public sector organisations

The HR life cycle:

The concept of the HR/employee life cycle

HR solutions for ensuring effective management of key stages of the HR life-cycle, e.g. recruitment and selection, onboarding and orientation, performance management, succession planning, and exit because of redundancy, fitness to work, disability, promotion, relocation and transition and support initiatives

Sharing of physical resources across public services which impacts human resources

Key HR legislation considerations in relation to the HR life cycle

Recognising shared roles and responsibilities among other public services, e.g. mass disasters, contingency operations, support and mutual aid.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector</p>		<p>LO1 and LO2</p> <p>D1 Critically evaluate the impact of labour market trends and skills requirements on workforce planning.</p>
<p>P1 Review current labour market trends that influence talent management and workforce planning within the public services.</p> <p>P2 Illustrate the different types of legal requirements a public services organisation must take into account when workforce planning.</p>	<p>M1 Analyse the influences of labour market trends and legal requirements on the workforce planning of a specific public services organisation.</p>	
<p>LO2 Illustrate current and anticipated skills requirements in the public sector</p>		
<p>P3 Investigate current labour market trends and legal requirements to determine current and anticipated skill requirements for public service organisations.</p>	<p>M2 Analyse the impact of current and anticipated skills requirements in response to identified labour market trends and legal requirements for public services organisations.</p>	

Pass	Merit	Distinction
<p>L03 Apply the appropriate documents and processes which contribute to effective recruitment and selection within the public sector</p>		<p>D2 Critically evaluate the recruitment and selection process within a selected public service organisation.</p>
<p>P4 Research examples of job description and person specification documents for effective recruitment and selection within a selected public service organisation.</p> <p>P5 Apply different recruitment and selection methods for effective talent resourcing and planning within a selected public service organisation.</p>	<p>M3 Analyse different effective processes and methods of recruitment and selection and how they are managed for talent resourcing within the public services.</p>	
<p>L04 Evaluate how to manage the human resource life-cycle within the context of HR strategy within public sector organisations</p>		<p>D3 Critically evaluate how the stages of the HR life cycle can be applied separately and integrated to support strategic talent management.</p>
<p>P6 Investigate HR life cycle applied to specific HR contexts within public services organisations.</p> <p>P7 Discuss how stages of the HR life cycle are integrated within organisational HR strategy.</p>	<p>M4 Assess the importance of the HR life cycle in relation to strategic talent management.</p>	

Recommended resources

Textbooks

BRATTON, J. and GOLD, K. (2012) *Human Resource Management Theory and Practice*. 5th edn. London: Palgrave MacMillan.

PILBEAM, S. (2010) *People Resourcing and Talent Planning: HRM in Practice*. 4th edn. London: Prentice Hall.

TAYLOR, S. (2010) *Resourcing and Talent Management*. 5th edn. London: CIPD.

TORRINGTON, D., HALL, L. and TAYLOR, S. (2014) *Human Resource Management*. 9th edn. Harlow: Prentice Hall.

Websites

cipd.co.uk

Chartered Institute of Personnel and
Development
(General reference)

Links

Unit 1: Organisational Structures and Culture

Unit 4: Public Services in Contemporary Society

Unit 24: Work Exposure

Unit 51: Human Resources – Values and Contribution to Organisational Success

Unit 53: Work-based Experience.

Unit 53: Work-based Experience

Unit code	Y/616/7249
Unit level	5
Credit value	15

Introduction

A meaningful work placement is one that develops workplace-specific skills, practices and competence while achieving professional and transferable skills. It provides the opportunity to experience the demands and cultures of the current workplace while also providing the opportunity to be mindful of the workplace of the future and the potential skill set required for an ever-evolving workplace.

This unit provides students with the opportunity to consider, plan, undertake and review a work placement to empower their future self. The unit presents the student with the ability to shape their own experience through the placement gained, creating an environment in which to maximise learning. A significant proportion of the learning will be experiential, consolidated by learning in the classroom to enable the student's experience.

In the first instance, a range of types of work placement and the practicality of engaging with them will be considered, with students expressing their preferences and preferred areas of pursuit. The requirements of a placement and opportunities it presents will be factored into the decision-making process. Students will negotiate to consolidate a placement and agree the expectation and targeted outcome of that placement. They will compose a log of learning, exposures and experience to document and measure progress against initial targets set before reviewing and reflecting to aid future progression and direction.

On successful completion of this unit, students will have gained a number of employability skills such as time management, communication and interpersonal skills, and prioritisation of tasks. They will gain the ability to evaluate their own performance against original aims and provide an accurate judgement of the success of the placement.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore a range of viable work experience opportunities
2. Illustrate the specific requirements and potential opportunities of a placement
3. Undertake a work experience placement within the public sector
4. Review performance and learning following a placement.

Essential content

LO1 Explore a range of viable work experience opportunities

Types of work experience:

What is work experience and work placement?

Types and definitions, criteria for suitable and viable placements.

Working environments:

Types of workplace, working cultures and practices.

Sectors:

Associated tasks and performance measures and outcomes

Legislative engagement for work experience and placements

Legacy and impact of work undertaken.

LO2 Illustrate the specific requirements and potential opportunities of a placement

Tasks:

Detail of activities, practices and procedures

Essential versus additional, outcomes versus process

Expectations in the workplace and prioritising work

Professional behaviours beyond the workplace.

Skills:

Needs of millennials and the changing skill set

Skills audit and action plan for development

Sector-based skills, competences, qualifications for progress

Holistic profile, e.g. soft skills, interpersonal, time management, communication, problem solving and being a digital citizen.

Benefits:

Planning and action for next steps, e.g. networking, CV building/digital profile, CPD opportunities

Growth mindset and developmental mentality and practices

Advantages to the placement provider.

LO3 Undertake a work experience placement within the public sector

Negotiation:

Communication methods and accountable actions
Persuasive behaviours and endorsements.

Undertaking placement:

Agreed actions and appreciation of code of practice
Log of actions, activities and learning moments
Types of feedback
Seeking and evaluating feedback for beneficial impact
Methods of recording for meaningful future engagement
Effective and SMART practices.

LO4 Review performance and learning following a placement

Review:

Work produced and progress made against initially agreed targets/outcomes
Development and exposure to skill development
Revisit and review skills audit.

Reflection:

Simplified methods of reflection
360° perspective of understanding, iterative 'black box' practices
Formal and informal learning
Learning that has taken place
Identifying and maximising future development opportunities.

Next steps:

Action plan for future development
Types of development plans and monitoring tools
Preferences of types of work following placement
How could the experience been enhanced further?

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate a range of viable work experience opportunities		D1 Critically evaluate the range of placements identified and justify preferences.
<p>P1 Review a range of work experience opportunities that would develop understanding of work within the public sector.</p> <p>P2 Assess the requirements for a variety of job roles in the public sector.</p>	<p>M1 Analyse a diverse range of viable work experience opportunities to demonstrate a broad understanding of the public sector workplace.</p>	
LO2 Illustrate the specific requirements and potential opportunities of a placement		D2 Critically evaluate the potential impact on own personal growth and empowerment gained from a specific placement.
<p>P3 Describe the specific requirements of undertaking an identified placement.</p> <p>P4 Identify the potential opportunities for exposure to learning and skill development.</p>	<p>M2 Justify the value of a specific placement and the experience gained against current skill set and experiences.</p>	
LO3 Undertake a work experience placement within the public sector		LO3 and LO4 D3 Critically analyse own placement, utilising a reflective account of own experiences.
<p>P5 Undertake a placement with clearly identified and agreed practices and outcomes within the public sector.</p>	<p>M3 Demonstrate a professional and effective approach to the work experience placement, displaying effective use of systems and procedures.</p>	
LO4 Review performance and learning following a placement.		
<p>P6 Record performance and learning via a learning and experience log, demonstrating progress against initially agreed outcomes.</p>	<p>M4 Analyse the learning that has taken place and discuss actions for own future development for the workplace.</p>	

Recommended resources

Textbooks

- DWECK, C. (2006) *Mindset: How You Can Fulfil Your Potential*. London: Robinson.
- FANTHOME, C. (2004) *Work Placements: A Survival Guide for Students*. Basingstoke: Palgrave Macmillan.
- GHAYE, T. (2011) *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*. London: Routledge.
- HERBERT, I. and ROTHWELL, A. (2005) *Managing your Placement: A Skills-based Approach*. Basingstoke: Palgrave Macmillan.
- ROOK, S. (2015) *Work Experience, Placement and Internships*. Basingstoke: Palgrave Macmillan.
- SYED, M. (2015) *Black Box Thinking: Marginal Gain and the Secrets of High Performance*. London: John Murray.

Websites

- | | |
|--------------------|--|
| careerpilot.org.uk | Career Pilot
Public services
(General reference) |
| forbes.com | Forbes
Top Employers Say Millennials Need These Four Skills
(General reference) |
| theguardian.com | The Guardian
Work experience goes virtual to improve students' career skills
(Article) |
| prospects.ac.uk | Prospects
Work experience and internships
(General reference) |

Links

This unit links to the following related units:

Unit 11: Community Engagement

Unit 13: Personal and Professional Development

Unit 24: Work Exposure

Unit 30: Reflective Professional Practice.

11 Appendices

Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Skills to make or do something, for example, a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.

Term	Definition
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Students' inquiries 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.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.

Term	Definition
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a Sport pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 2: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity Written communication Information and communications Technology Literacy	Formative Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning Critical thinking Analysis	Formative Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.	Oral/written communication Appreciation of diversity Critical thinking and reasoning Argumentation	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology Literacy Analysis	Formative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication Critical thinking Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork Collaboration Negotiation	Formative Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication Critical thinking Reasoning Creativity	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are [Sector] plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and Communications Technology Literacy, etc.	Summative
Project	This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy, Creativity, Initiative.	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Role playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication Leadership Information literacy Creativity Initiative.	Formative
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Team assessment	<p>This technique asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.</p>	<p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p>	<p>Formative</p> <p>Summative</p>
Tiered knowledge	<p>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p>	<p>Formative</p>
Time constrained assessment	<p>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</p>	<p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p>	<p>Summative</p>

Assessment technique	Description	Transferable skills development	Formative or Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example a public services plan, a report, marketing communication, set of instructions, giving information.	Reasoning Analysis Written communication Critical thinking, interpretation.	Summative

Appendix 3: Mapping of HND in Public Services against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Public Services HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of contemporary public services.
	KU2	Knowledge and understanding of the public services environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.
	KU3	Understanding and insight into different public service practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.
	KU4	A critical understanding of the ethical, legal, professional and operational frameworks within which public services organisations operate.
	KU5	A critical understanding of the processes, procedures and practices for effective management of products, services and people.
	KU6	A critical understanding of the evolving concepts, theories and models within the study of public services across a range of practical and hypothetical scenarios.
	KU7	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate public services decisions.

FHEQ Level 5 descriptor		Public Services HND Programme Outcome
	KU8	An appreciation of the concepts and principles of Continual Professional Development, staff development, leadership and reflective practice as methods and strategies for personal and people development.
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary public services sector.
	AS1	Evidence the ability to show relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
	AS2	Apply innovative ideas to develop and create new products or services that respond to the changing nature of the public services sector.
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.
	AS4	Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations.
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet objectives.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	CS3	Critically evaluate current principles of the public services sector and their application to problem solving.
	CS4	Apply project management tools/techniques for reporting and planning, control and problem solving.
	KU9	Knowledge and understanding of how the key aspects of public services influence the development of people and businesses.
	CS5	Critique a range of public services systems and operations and their application to maximise and successfully meet strategic objectives.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.

FHEQ Level 5 descriptor		Public Services HND Programme Outcome
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge	TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific public service context.
	TS2	Self-reflection, including self-awareness; the ability to become an effective independent student and appreciate the value of the self-reflection process.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Public Services HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision making.
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world public services scenarios.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS4	Communicate confidently and effectively, both orally and in writing, both internally and externally, with professionals and other stakeholders within the public sector.
	TS5	Communicate ideas and arguments in an innovative manner using a range of media.
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade present, pitch and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development to enhance competence to practise within a chosen public services field.
	TS8	Take advantage of available pathways for continuing professional development through higher education and professional body qualifications.

Holders will also have:

FHEQ Level 5 descriptor		Public Services HND Programme Outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making	TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	TS10	Reflect adaptability and flexibility in approach to public services, showing resilience under pressure and meeting challenging targets within given deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the public services sector and have confidence to self-evaluate and undertake additional continued professional development as necessary.
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

Appendix 4: Transferable and sector-specific skills mapping

Level 4 Higher National Certificate in Public Services: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intra-personal Skills				Interpersonal Skills		
	Problem solving	Critical thinking/ Analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/ prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
1	X	X	X	X	X	X	X			X				X
2	X	X	X	X	X	X	X	X	X		X	X	X	X
3		X		X	X	X	X	X						X
4	X	X		X	X	X	X			X	X			X
5	X	X		X	X	X	X	X		X				
6	X		X	X		X	X	X	X		X	X	X	X
7		X		X	X		X			X				
8	X	X	X	X	X	X	X							X
9	X	X	X	X	X	X	X	X	X			X	X	
10	X	X	X	X	X		X							X
11	X	X	X	X	X		X	X			X	X	X	X
12	X	X	X	X	X	X	X	X				X	X	X
13	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Skill set	Cognitive skills							Intra-personal Skills				Interpersonal Skills		
	Unit	Problem solving	Critical thinking/ Analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/ prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership
14	X	X	X	X		X	X					X	X	X
15	X	X	X	X	X	X	X		X					X
16	X	X	X	X	X	X	X		X					X
17	X	X	X	X	X	X	X	X	X		X	X	X	X
18	X	X	X	X	X	X	X	X	X			X	X	
19	X	X	X	X	X		X		X		X	X	X	X
20	X	X	X	X		X	X	X	X		X	X	X	X
21	X	X	X	X		X	X	X	X		X	X	X	X
22	X	X	X	X		X	X	X	X		X	X	X	X
23	X	X	X	X	X	X	X	X				X	X	X
24	X		X	X	X	X	X		X		X	X		X
25	X	X		X	X	X	X					X		
26	X	X	X	X	X	X	X	X			X	X	X	X
27	X	X			X	X	X			X				
28	X	X	X	X	X	X	X	X	X	X	X			

Level 5 Higher National Diploma in Public Services: mapping of transferable employability and academic study skills

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
	Unit	Problem solving	Critical thinking/ Analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/ prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership
29	X	X	X	X	X	X	X	X	X	X	X			
30	X	X	X	X	X	X	X	X	X	X	X			
31	X	X	X	X	X	X	X	X						X
32	X	X	X	X	X	X	X	X						X
33	X	X	X	X	X	X	X	X						X
34	X	X	X	X	X	X	X	X						X
35	X	X	X	X	X	X	X	X						
36	X	X	X	X	X		X	X	X		X	X	X	X
31	X	X	X	X	X	X	X	X						X
37	X	X	X	X	X		X	X	X		X	X	X	X
38	X		X	X	X	X	X	X	X		X	X	X	X
39	X		X	X	X	X	X	X	X		X	X	X	X
40	X		X	X	X	X	X	X	X		X	X	X	X
41	X		X	X	X	X	X	X	X		X	X	X	X
42	X	X	X	X	X	X	X	X		X				X
43	X	X	X	X	X	X	X	X		X				X
44	X		X	X	X		X	X	X	X		X	X	X

Skill set	Cognitive skills							Intra-personal skills				Interpersonal skills		
Unit	Problem solving	Critical thinking/ Analysis	Decision making	Effective communication	Digital literacy	Numeracy	Creativity	Plan/ prioritise	Self-management	Independent learning	Self-reflection	Team work	Leadership	Cultural awareness
45	X	X	X	X	X	X	X			X				X
46	X	X	X	X	X	X	X	X		X				X
47	X	X	X	X	X	X	X	X		X				X
48	X	X	X	X	X	X	X	X		X				X
49	X	X	X	X	X	X	X	X		X				X
50	X	X	X	X	X	X	X	X		X				X
51	X	X	X	X	X	X	X	X		X				X
52	X	X	X	X	X	X	X	X		X				X
53	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 5: HNC/HND in Public Services Programme Outcomes for Students

Unit	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills													
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12		
1	X	X	X	X		X	X		X		X	X			X	X	X			X	X		X					X	X	X	X						
2	X	X	X	X	X	X		X				X				X	X	X	X	X	X		X			X		X	X		X	X		X			
3	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X		X	X		X			X	X	X					X		X		
4	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X						X	X			
5	X	X	X	X	X	X	X		X	X	X	X	X		X		X	X		X	X	X	X	X		X		X						X			
6	X				X		X		X	X	X		X			X	X	X			X	X	X	X			X		X	X					X		
7	X	X	X	X	X	X	X		X	X	X		X		X	X	X				X	X	X	X		X	X	X							X		
8	X	X	X	X	X	X			X	X	X		X		X	X	X					X	X		X		X								X		
9	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X					X	X		
10	X	X	X	X	X	X	X		X	X	X		X		X	X	X			X			X	X		X		X							X		
11	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X		X	X	X		X		X								X	
12	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X				X		X	X		X	X	X	X		X		X	X	X	X	
13	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X				X	X	X		X	X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X			X	X	X	X		X	X	X	X			X	X		X	X		X		X							X	
15	X	X	X	X	X	X	X		X		X	X	X		X	X	X	X			X		X	X		X		X								X	
16	X	X	X	X		X	X			X	X		X		X	X	X						X	X		X	X	X								X	X

Unit	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills														
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12			
17	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
18	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	X	X		X	X	X	X					
19	X	X	X	X	X	X	X			X	X	X	X				X					X	X		X		X						X	X				
20	X	X	X	X	X	X	X	X		X	X	X	X		X		X				X	X	X	X	X	X	X	X	X	X		X	X		X			
21	X	X	X		X			X		X	X	X							X			X	X	X	X	X	X	X		X	X		X	X		X		
22	X	X	X		X					X	X	X										X	X	X	X	X	X	X	X		X	X		X	X		X	
23	X	X	X	X	X	X	X			X	X	X	X		X	X	X				X	X	X	X		X	X	X	X			X	X	X	X		X	
24	X	X	X	X	X	X	X	X	X	X	X	X						X	X		X	X		X	X	X	X	X	X	X		X	X		X	X		X
25	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X						X	X		X	X	X	X					X	X			
26	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X						X	X		X	X	X								X		
27	X	X	X	X	X	X	X		X		X	X											X	X		X	X	X								X		
28	X	X	X	X	X	X	X	X	X	X	X	X						X		X	X	X	X	X	X	X	X	X	X							X		
29	X	X	X	X	X	X	X	X	X	X	X	X						X		X	X	X	X	X	X	X	X	X	X								X	
30	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
31	X	X	X	X	X	X	X		X	X	X	X	X		X		X				X		X	X		X	X	X								X		
32	X	X	X	X	X	X	X		X	X	X	X	X										X	X		X	X	X								X		
33	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X						X	X		X	X	X								X		
34	X	X	X	X	X	X	X		X	X	X		X										X	X		X	X	X								X		

Unit	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills												
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	
35	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X			X		X			
36	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X		X	X	X	X			X		X			
37	X	X	X	X	X	X	X		X	X	X	X		X	X	X				X	X	X	X		X	X	X	X			X		X			
38	X	X	X	X							X	X									X	X	X			X	X	X	X	X	X	X	X	X		
39	X	X	X	X	X		X		X	X	X		X		X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X		
40	X	X	X		X	X	X				X	X									X	X	X			X	X	X	X	X	X	X	X	X		
41	X	X	X	X	X		X		X	X	X		X		X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X		
42	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X					X	X		X		X							X		
43	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X					X	X		X		X							X		
44	X	X	X	X	X	X	X		X	X	X	X									X	X	X			X	X	X	X	X	X	X	X	X	X	
45	X	X	X	X	X	X	X		X	X	X		X		X	X	X					X	X	X			X	X	X	X	X	X	X	X	X	
46	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X					X	X		X		X	X							X	
47	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X					X	X		X		X	X							X	
48	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X					X	X		X		X	X							X	
49	X	X	X	X	X	X	X		X	X	X	X	X			X						X	X		X		X	X							X	
50	X	X	X	X	X	X	X		X	X	X		X		X	X	X					X	X		X		X	X							X	

Unit	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
51	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X		X			X	X	X		X		X	X			X	X	X	X
52	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X		X			X	X	X		X		X	X			X	X	X	X
53	X	X	X	X	X	X	X	X	X	X	X							X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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