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
Edexcel, BTEC and LCCI qualifications

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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 commutation 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 number of universities around the world to recognise and accept Pearson BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities now allow advanced entry onto the second or third year of a degree. Some universities have direct articulations on to the second or third year of a bachelor’s degree programme with Pearson BTEC Higher Nationals. Students should be aware that university admission criteria is always subject to change and 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://degreecoursefinder.pearson.com.

### 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.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Job roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Protection</td>
<td>Police Officer – not a direct entry route from 2020</td>
</tr>
<tr>
<td></td>
<td>Fire Service Officer</td>
</tr>
<tr>
<td></td>
<td>Armed Forces Non-commissioned Officer</td>
</tr>
<tr>
<td></td>
<td>Maritime Operations Officer (Coastguard)</td>
</tr>
<tr>
<td></td>
<td>Border Force Officer</td>
</tr>
<tr>
<td></td>
<td>Customs Officer</td>
</tr>
<tr>
<td></td>
<td>Trading Standards Officer</td>
</tr>
<tr>
<td>Pathway</td>
<td>Job roles</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Crime and Criminal Justice</td>
<td>Justice Services – Youth Justice/Probation Officer</td>
</tr>
<tr>
<td></td>
<td>Police Officer – not a direct entry route from 2020</td>
</tr>
<tr>
<td></td>
<td>Police Community Support Officer (PCS0)</td>
</tr>
<tr>
<td></td>
<td>Criminal Intelligence Analyst</td>
</tr>
<tr>
<td></td>
<td>Major Crime Team Investigator</td>
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<tr>
<td></td>
<td>Scenes of Crime Officer</td>
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<tr>
<td></td>
<td>Crime Analyst</td>
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<tr>
<td></td>
<td>Detention Officer</td>
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<td></td>
<td>Fingerprint Officer</td>
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<tr>
<td></td>
<td>Prosecution File Preparation Officer</td>
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<tr>
<td></td>
<td>Prison Officer</td>
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<tr>
<td></td>
<td>Probation Services Officer</td>
</tr>
<tr>
<td></td>
<td>Security Service Personnel</td>
</tr>
<tr>
<td>Public Service Management</td>
<td>Civil Servant</td>
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<tr>
<td></td>
<td>Education – Finance Assistant, Faculty Officer, Programme Support Officer</td>
</tr>
<tr>
<td></td>
<td>Community Worker</td>
</tr>
<tr>
<td></td>
<td>Political Parties – Election Campaigner, Adviser, Analyst</td>
</tr>
<tr>
<td></td>
<td>Churches Administrator/Manager</td>
</tr>
<tr>
<td></td>
<td>Charities Administrator/Manager</td>
</tr>
<tr>
<td></td>
<td>Armed Forces Commissioned Officer</td>
</tr>
<tr>
<td>Blue Light Services</td>
<td>Fire Service Officer</td>
</tr>
<tr>
<td></td>
<td>Fire Control Operator</td>
</tr>
<tr>
<td></td>
<td>Police Officer – not a direct entry route from 2020</td>
</tr>
<tr>
<td></td>
<td>Police Communication Officer</td>
</tr>
<tr>
<td></td>
<td>Police Command and Dispatch Officer</td>
</tr>
<tr>
<td></td>
<td>Ambulance Call Handler/Emergency Medical Dispatcher</td>
</tr>
</tbody>
</table>
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 progress in their lives through learning. In order to do this it is critical that students who are taught and assessed in English have the necessary language skills they need to be successful on Pearson BTEC Higher National qualifications.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language admission requirements when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English. The standard that Pearson believes must be demonstrated for a student to be successful are equivalent to:

- Common European Framework of Reference (CEFR) level B2; or
- Pearson Test of English Academic (PTE Academic) 42; or
- Pearson Test of English General (PTE) Level 3; or
- Pearson Versant English Test 58-68; or
- International English Language Testing System (IELTS) 5.5; with both Reading and Writing elements at 5.5; or
- Having recently completed a formal programme of study in English at an appropriate level (such as a level 3 BTEC or ‘A’ level) prior to starting their Higher National

The table below shows when Pearson expects these standards to apply:

<table>
<thead>
<tr>
<th>Centre location</th>
<th>Language of delivery and/or assessment</th>
<th>When we expect the English language standards to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK or Internationally</td>
<td>Wholly delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>Partially delivered and assessed in English</td>
<td>Prior to admission</td>
</tr>
<tr>
<td>UK or Internationally</td>
<td>No element is delivered or assessed in English</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

1 We would usually expect this to be within the past two years
2 If a centre is delivering qualifications in languages other than English, they must adhere to Pearson’s Use of Language in Qualifications policy that can be found in the support section, under Policies for centres, learners and employees on our website http://qualifications.pearson.com
Centres' admissions processes must ensure that students can demonstrate their capability in English, equivalent to the standards highlighted above. While we have highlighted several standardised tests (as an easy way of demonstrating this) centres are free to test the English proficiency of their applicants in any suitable way.

**However, centres must be able to provide evidence to Pearson as to how any other assessments used (other than those specified) ensures that their applicants have demonstrated appropriate English capability prior to starting their Higher National programme.**

This evidence should include admissions records (including any evidence provided by applicants and records of the admissions decisions made) as well as evidence of ongoing monitoring of students, if required. A centre should retain this evidence for at least three years, from the point of the student's admission/enrolment, to enable scrutiny of the centre's admissions process through Pearson's quality assurance procedures.

### 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
- 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.
<table>
<thead>
<tr>
<th>Pearson BTEC Level 4 Higher National Certificate in Public Services</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core unit</strong> <em>Mandatory</em> 1 Organisational Structures and Culture</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit</strong> <em>Mandatory</em> 2 Mental Health and Wellbeing</td>
<td>15</td>
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</tr>
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<td><strong>Core unit</strong> <em>Mandatory</em> 3 Equality, Diversity and Fair Treatment</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core unit</strong> <em>Mandatory</em> 4 Public Services in Contemporary Society (Pearson-set)</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>5 Integrated Emergency Management</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>6 Terrorism and Counter-terrorism</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group: Crime and Criminal Justice**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>7 Law and Legal Systems</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>8 Crime Reduction and Community Safety</td>
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</table>

**Group: Public Service Management**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>9 Project Management</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>10 Government and Politics</td>
<td>15</td>
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</tr>
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</table>

**Group: Blue Light Services**

<table>
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<tr>
<th>Specialist unit</th>
<th>11 Community Engagement</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>12 Responding to Emergencies</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Optional unit</th>
<th>13 Personal Professional Development</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit</td>
<td>14 Crime and Substance Misuse</td>
<td>15</td>
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</tr>
<tr>
<td>Optional unit</td>
<td>15 Modern Warfare and Conflict</td>
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<tr>
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<td>16 Training for Fitness and Health</td>
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<tr>
<td>Optional unit</td>
<td>17 Entrepreneurship in the Public Services</td>
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<tr>
<td>Optional unit</td>
<td>18 Management Accounting in the Public Sector</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional unit</td>
<td>19 Personnel Protection in Civil Protection Agencies</td>
<td>15</td>
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<tr>
<td>Optional unit</td>
<td>20 Event Management and Safety</td>
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<td>21 Outdoor Skills Development</td>
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Pearson BTEC Level 4 Higher National Certificate in Public Services (Civil Protection)

<table>
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<tr>
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<tbody>
<tr>
<td>1 Organisational Structures and Culture</td>
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*Please note that only one specialist unit can be selected from each pathway group.

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**Group: Blue Light Services**

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**Optional units**

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<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Public Services (Crime and Criminal Justice)</td>
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*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**

<p>| Specialist unit 11 Community Engagement | 15 | 4 |
| Specialist unit 12 Responding to Emergencies | 15 | 4 |</p>
<table>
<thead>
<tr>
<th>Optional unit</th>
<th>13 Personal and Professional Development</th>
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<tr>
<td><strong>Core unit Mandatory</strong> 1 Organisational Structures and Culture</td>
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</tbody>
</table>

*Please note that only one specialist unit can be selected from each pathway group.*

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**Group: Crime and Criminal Justice**

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Plus an additional two optional units selected from the specialist and/or optional units given below.
<table>
<thead>
<tr>
<th>Optional unit</th>
<th>13 Personal and Professional Development</th>
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<td>16 Training for Fitness and Health</td>
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<td>18 Management Accounting in the Public Sector</td>
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<td>19 Personnel Protection in the Civil Protection Agencies</td>
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<td>20 Event Management and Safety</td>
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<td>21 Outdoor Skills Development</td>
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<td>23 Third Sector and Public Services</td>
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<td>Optional unit</td>
<td>24 Work Exposure</td>
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<td>25 Technology in the Public Services</td>
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<td>2 Mental Health and Wellbeing</td>
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<tr>
<td>Core unit <strong>Mandatory</strong></td>
<td>3 Equality, Diversity and Fair Treatment</td>
<td>15</td>
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<tr>
<td>Core unit <strong>Mandatory</strong></td>
<td>4 Public Services in Contemporary Society (Pearson-set)</td>
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<tr>
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<td>11 Community Engagement</td>
<td>15</td>
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<tr>
<td>Specialist unit</td>
<td>12 Responding to Emergencies</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

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**

<p>| Specialist unit                 | 9 Project Management                     | 15    | 4     |
| Specialist unit                 | 10 Government and Politics               | 15    | 4     |</p>
<table>
<thead>
<tr>
<th>Optional unit</th>
<th>Title</th>
<th>Credits</th>
<th>Core</th>
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<tbody>
<tr>
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<td>13 Personal and Professional Development</td>
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<td>4</td>
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<tr>
<td>Optional unit</td>
<td>14 Crime and Substance Misuse</td>
<td>15</td>
<td>4</td>
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<tr>
<td>Optional unit</td>
<td>15 Modern Warfare and Conflict</td>
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<td>4</td>
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<tr>
<td>Optional unit</td>
<td>16 Training for Fitness and Health</td>
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<tr>
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<td>Optional unit</td>
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<td>4</td>
</tr>
<tr>
<td>Optional unit</td>
<td>28 Small-scale Research Project in Public Services</td>
<td>15</td>
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</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Core unit</th>
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<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Organisational Structures and Culture</td>
<td>15</td>
<td>4</td>
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<tr>
<td><strong>2</strong> Mental Health and Wellbeing</td>
<td>15</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>3</strong> Equality, Diversity and Fair Treatment</td>
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<td><strong>4</strong> Public Services in Contemporary Society (Pearson-set)</td>
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</table>

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**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>5 Integrated Emergency Management</th>
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</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>6 Terrorism and Counter-terrorism</td>
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**Group: Crime and Criminal Justice**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>11 Law and Legal Systems</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>12 Crime Reduction and Community Safety</td>
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</table>

**Group: Public Service Management**

<table>
<thead>
<tr>
<th>Specialist unit</th>
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</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>10 Government and Politics</td>
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</table>

**Group: Blue Light Services**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>11 Community Engagement</th>
<th>15</th>
<th>4</th>
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<tbody>
<tr>
<td>Specialist unit</td>
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**Optional units**

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<td>16 Training for Fitness and Health</td>
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<td>17 Entrepreneurship in the Public Services</td>
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<tr>
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<td>18 Management Accounting in the Public Sector</td>
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<td>19 Personnel Protection in the Civil Protection Agencies</td>
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<tr>
<td>Optional unit</td>
<td>20 Event Management and Safety</td>
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<tr>
<td>Optional unit</td>
<td>21 Outdoor Skills Development</td>
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<td>22 Fitness Preparation and Testing</td>
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<td>24 Work Exposure</td>
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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**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>31 International Institutions and Global Affairs</th>
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<th>5</th>
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<tbody>
<tr>
<td>Specialist unit</td>
<td>32 Serious and Organised Crime</td>
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**Group: Crime and Criminal Justice**

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<thead>
<tr>
<th>Specialist unit</th>
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<tr>
<td>Specialist unit</td>
<td>34 Theories of Crime</td>
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**Group: Public Service Management**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>35 Operations and Project Management</th>
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<th>5</th>
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<tbody>
<tr>
<td>Specialist unit</td>
<td>36 Understanding and Leading Change</td>
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**Group: Blue Light Services**

<table>
<thead>
<tr>
<th>Optional unit</th>
<th>37 Critical Infrastructure Protection</th>
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<tr>
<td>Optional unit</td>
<td>38 Blue Light Collaboration</td>
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<td>39 Physical Activity, Lifestyle and Health</td>
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<td>40 Management of an Outdoor Event</td>
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<td>42 Expedition Planning</td>
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<td>44 International Policing</td>
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<td>45 Unit 45: Training, Coaching and Mentoring Techniques</td>
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<td>46 Aviation and Maritime Protection</td>
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<td>47 Contemporary Sociological Issues</td>
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<td>48 Youth Offending</td>
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<td>49 Applied Forensic Psychology</td>
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<td>50 Offender Management</td>
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<td>51 Human Resources – Values and Contribution to Organisational Success</td>
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<td>52 Resource and Talent Planning</td>
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Pearson BTEC Level 5 Higher National Diploma in Public Services (Civil Protection)

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<td>2 Mental Health and Wellbeing</td>
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<tr>
<td><strong>Specialist unit</strong></td>
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<tr>
<td>5 Integrated Emergency Management</td>
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<td>6 Terrorism and Counter-terrorism</td>
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<td>Plus an additional two optional units selected from the specialist and/or Optional units given below.</td>
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<td></td>
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<tr>
<td><em>Please note that only one specialist unit can be selected from each pathway group.</em></td>
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**Group: Crime and Criminal Justice**

<table>
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<tr>
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<th>Level</th>
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</thead>
<tbody>
<tr>
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**Group: Public Service Management**

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**Group: Blue Light Services**

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**Optional units**

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<tbody>
<tr>
<td>13 Personal and Professional Development</td>
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<td>Optional unit</td>
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<table>
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<th>Level 5 units</th>
<th>Unit credit</th>
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<td>Specialist unit <strong>Mandatory</strong></td>
<td>32 Serious and Organised Crime</td>
<td>15</td>
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</tbody>
</table>

**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**

<p>| Specialist unit | 37 Critical Infrastructure Protection | 15 | 5 |
| Specialist unit | 38 Blue Light Collaboration | 15 | 5 |</p>
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**Level 5 units**

| Core unit | 29 Research Project (Pearson-set) | 30 | 5 |
| Core unit | 30 Reflective Professional Practice | 15 | 5 |
| Specialist unit | 33 Justice, Punishment and Rehabilitation | 15 | 5 |
| Specialist unit | 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**

<p>| Specialist unit | 37 Critical Infrastructure Protection | 15 | 5 |
| Specialist unit | 38 Blue Light Collaboration | 15 | 5 |</p>
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*Please note that only one specialist unit can be selected from each pathway group.*

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### Group: Blue Light Services

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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 credit
- 6 Terrorism and Counter-terrorism: 15 credit

#### Group: Crime and Criminal Justice

**Specialist unit**

- 7 Law and Legal Systems: 15 credit
- 8 Crime Reduction and Community Safety: 15 credit

#### Group: Public Service Management

**Specialist unit**

- 9 Project Management: 15 credit
- 10 Government and Politics: 15 credit

#### Optional units

**Optional unit**

- 13 Personal and Professional Development: 15 credit
- 14 Crime and Substance Misuse: 15 credit
- 15 Modern Warfare and Conflict: 15 credit
- 16 Training for Fitness and Health: 15 credit
- 17 Entrepreneurship in the Public Services: 15 credit
- 18 Management Accounting in the Public Sector: 15 credit
- 19 Personnel Protection in the Civil Protection Agencies: 15 credit
- 20 Event Management and Safety: 15 credit
| 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

| Core unit | 29 Research Project (Pearson-set) | 30 | 5 |
| Core unit | 30 Reflective Professional Practice | 15 | 5 |
| Specialist unit | 37 Critical Infrastructure Protection | 15 | 5 |
| Specialist unit | 38 Blue Light Collaboration | 15 | 5 |

*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

<p>| Specialist unit | 35 Operations and Project Management | 15 | 5 |
| Specialist unit | 36 Understanding and Leading Change | 15 | 5 |</p>
<table>
<thead>
<tr>
<th>Optional unit</th>
<th>Module Title</th>
<th>Credit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit</td>
<td>39 Physical Activity, Lifestyle and Health</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>40 Management of an Outdoor Event</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>41 Advanced Fitness and Health</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>42 Expedition Planning</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>43 Cyber Security</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>44 International Policing</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>45 Unit 45: Training, Coaching and Mentoring Techniques</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>46 Aviation and Maritime Protection</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>47 Contemporary Sociological Issues</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>48 Youth Offending</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>49 Applied Forensic Psychology</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>50 Offender Management</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>51 Human Resources – Values and Contribution to Organisational Success</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>52 Resource and Talent Planning</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit</td>
<td>53 Work-based Experience</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Research Project</td>
<td>Core</td>
</tr>
<tr>
<td>30</td>
<td>Reflective Professional Practice</td>
<td>Core</td>
</tr>
<tr>
<td>32</td>
<td>Serious and Organised Crime</td>
<td>Specialist</td>
</tr>
<tr>
<td>45</td>
<td>Training, Coaching and Mentoring Techniques</td>
<td>Optional</td>
</tr>
<tr>
<td>48</td>
<td>Youth Offending</td>
<td>Optional</td>
</tr>
<tr>
<td>50</td>
<td>Offender Management</td>
<td>Optional</td>
</tr>
<tr>
<td>53</td>
<td>Work-based Experience</td>
<td>Optional</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Research Project</td>
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</tr>
<tr>
<td>30</td>
<td>Reflective Professional Practice</td>
<td>Core</td>
</tr>
<tr>
<td>37</td>
<td>Critical Infrastructure Protection</td>
<td>Specialist</td>
</tr>
<tr>
<td>43</td>
<td>Cyber Security</td>
<td>Optional</td>
</tr>
<tr>
<td>44</td>
<td>International Policing</td>
<td>Optional</td>
</tr>
<tr>
<td>46</td>
<td>Aviation and Maritime Protection</td>
<td>Optional</td>
</tr>
<tr>
<td>49</td>
<td>Applied Forensic Psychology</td>
<td>Optional</td>
</tr>
</tbody>
</table>
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.

<p>| 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 |</p>
<table>
<thead>
<tr>
<th><strong>Essential Content</strong></th>
<th>This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes and Assessment Criteria</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Recommended Resources</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
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 –
  o research
  o general reference
  o tutorials
  o training
  o e-books
  o report
  o wiki
  o article
  o datasets
  o development tool
  o discussion forum

Web

                    [3] Organisational culture and behaviours
                    [4] (General reference)

                    [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.highernationals.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:**

<table>
<thead>
<tr>
<th>Weeks 1 to 6</th>
<th>Week 7</th>
<th>Weeks 8 to 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Assessment</td>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

**Expanded version:**

<table>
<thead>
<tr>
<th>Weeks 1 to 12</th>
<th>Weeks 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>
Mixed version:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Unit 2</td>
<td>Assessment</td>
<td>Unit 3</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Face-to-face</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Workshops</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Tutorials</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Virtual Learning Environments (VLEs)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Technique</td>
<td>Face-to-face</td>
<td>Distance learning</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blended learning</td>
<td>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.</td>
<td>Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Field trips</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 though 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 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.

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<th>Points</th>
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<tbody>
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<td>Distinction</td>
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Points per credit

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<tr>
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<td>Distinction</td>
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6.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

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<th></th>
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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

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**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
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, delayering, 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, pacesetting, 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

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

Textbooks

Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cipd.co.uk</td>
<td>Chartered Institute of Personnel and Development</td>
</tr>
<tr>
<td></td>
<td>Knowledge hub</td>
</tr>
<tr>
<td></td>
<td>Organisational culture and behaviours</td>
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<tr>
<td></td>
<td>Reflective Practice Guide</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>college.police.uk</td>
<td>College of Policing</td>
</tr>
<tr>
<td></td>
<td>Resources for reflective practice</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
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<tr>
<td>myersbriggs.org</td>
<td>Myers Briggs Foundation</td>
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<tr>
<td></td>
<td>Myers Briggs Type Indicator</td>
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<tr>
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<td>(General reference)</td>
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<tr>
<td>humanmetrics.com</td>
<td>Personality test</td>
</tr>
<tr>
<td></td>
<td>Personality type explained</td>
</tr>
<tr>
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<td>(General reference)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit code</th>
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<tr>
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</table>

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.
<table>
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<tr>
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<tr>
<td><strong>LO4</strong> Review the measures that emergency services employees can take to promote their own mental health and resilience.</td>
</tr>
<tr>
<td><strong>P7</strong> Describe the role of supervision in supporting the wellbeing of public services workers.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/7180</th>
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</table>

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

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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Research the key definitions and characteristics of discriminatory behaviour</td>
<td><strong>P1</strong> Describe the origins of unconscious bias, prejudice and discrimination.</td>
<td><strong>LO1 and LO2</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>LO1 and LO2</strong>&lt;br&gt;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.</td>
<td><strong>P2</strong> Explain the importance of understanding unconscious bias, prejudice and discriminatory behaviour in the public services.</td>
<td><strong>M1</strong> Analyse the impact of unconscious bias, prejudice and discrimination on public service operations.</td>
</tr>
<tr>
<td><strong>P3</strong> Identify the range of legislation designed to implement equality, diversity and fair treatment in public services.</td>
<td><strong>M2</strong> 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.</td>
<td><strong>M2</strong> 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.</td>
</tr>
<tr>
<td><strong>P4</strong> Investigate the role of advisory services in the relation to equality, diversity and fair treatment in public service employment.</td>
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</table>
| **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. |  | **LO3 and LO4**
| 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. |  |

| **LO4** 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


Websites

acasis.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

<table>
<thead>
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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

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

Textbooks


Websites

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

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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. Students 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), MiETHANE, 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 (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:
### Learning Outcomes and Assessment Criteria

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

Textbooks

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

<table>
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<tr>
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**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 know 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

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

Textbooks


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:
- 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)
UK Government
Protecting Crowded Places from Terrorism
(Report)

UK Government
Counter-terrorism
(Policy)

UK Government
National Counter Terrorism Security Office
(General reference)

UK Government
Terrorism and national emergencies
(General reference)

International Centre for Counter Terrorism – The Hague
Terrorism Research and Government
(Publications)

North Atlantic Treaty Organisation
Countering terrorism
(General reference)

START
(General reference)

Taylor & Francis Online
Studies in conflict and terrorism
Journal of Terrorism and Political Violence
(General reference)

Perspectives on Terrorism
50 un- and Under-researched topics in the field of (counter) terrorism studies
(General reference)

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

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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

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

Textbooks

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

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

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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
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:

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.
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<tr>
<td><strong>LO3</strong> Explore the role of the public services involved in community safety and crime reduction</td>
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<tr>
<td><strong>LO4</strong> Review the effectiveness of crime reduction strategies.</td>
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Recommended resources

Textbooks

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

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</table>

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

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

Textbooks

Websites
apm.org.uk Association for Project Management
(Genral reference)

gov.uk UK Government
2010 to 2015 government policy: major project management
(Report)

publicservices.ac.uk Public Services Programme
Research projects
(Genral 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

<table>
<thead>
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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

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| **LO1** Explain the role and responsibilities of the different levels of government | **P1** Describe the structure of the governing constitution. | **LO1 and LO2**  
**D1** Analyse the structure, roles and responsibilities of the different levels of government, with reference to political ideologies. |
| **LO2** Explore the main political parties in relation to the political spectrum | **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. |
| **LO3** Examine how elections are carried out within the different levels of government | **P3** Identify political party views in relation to political ideologies. | **M2** Analyse current political parties in relation to ideology and political party traditional views. |
| **LO4** Assess how government policy impacts the public sector. | **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 weaknesses of the systems. |
| **LO5** Identify the objectives of recent local, regional and national policy objectives. | **P5** Explain, with examples, the impact of policies from local, regional and national government on 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. |
| **P6** Explain, with examples, the impact of policies from local, regional and national government on the public sector. | **M4** Analyse how policy objectives are met through recently implemented policy. | |
Recommended resources

Textbooks


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

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<thead>
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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:

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
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<td><strong>LO2</strong> Explain the stakeholders involved in public sector community engagement activities</td>
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<td><strong>LO3</strong> Plan a community engagement activity</td>
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</table>
Recommended resources

Textbooks


Journals


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
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:**
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.
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<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Examine how reports of emergencies are handled</td>
</tr>
<tr>
<td><strong>P2</strong> Describe the types of response that can be dispatched by the blue light services to emergencies.</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the role of blue light public services in responding to emergencies</td>
</tr>
<tr>
<td><strong>M2</strong> Analyse the impact of legislation and regulations on the responding actions of the emergency services.</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate actions and priorities of services arriving at an emergency</td>
</tr>
<tr>
<td><strong>M4</strong> Assess the legislation and training that exempts response drivers from certain driving restrictions.</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess legislation and standards related to driving in response to an emergency.</td>
</tr>
<tr>
<td><strong>P6</strong> Explain the emergency warning equipment on response vehicles and the considerations drivers must apply to their use.</td>
</tr>
<tr>
<td><strong>D3</strong> Justify the driving exemptions emergency response drivers have, making reference to examples of unlawful emergency response driving or accidents involving emergency response vehicles.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

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**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), barb 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore how self-managed learning can enhance lifelong development</td>
<td><strong>LO1 and LO2</strong></td>
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</tr>
<tr>
<td><strong>P1</strong> Describe the approaches to self-managed learning.</td>
<td><strong>M1</strong> Evaluate the benefits of self-managed learning to the individual.</td>
<td><strong>D1</strong> Analyse the approaches to self-managed learning and the benefit to the individual in a personal and professional context, with reference to theoretical concepts.</td>
</tr>
<tr>
<td><strong>P2</strong> Identify ways in which lifelong learning in personal and professional contexts could be encouraged.</td>
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<tr>
<td><strong>LO2</strong> Identify opportunities to take responsibility for own personal and professional development</td>
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</tr>
<tr>
<td><strong>P3</strong> Create a portfolio identifying the professional standards for a public service of your choice.</td>
<td><strong>M2</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Complete a learning styles questionnaire and SWOT analysis and identify key skills and areas for development.</td>
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</tr>
<tr>
<td><strong>LO3</strong> Design and review own personal and professional development plan</td>
<td><strong>LO3 and LO4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Identify the processes and activities required to implement the development plan.</td>
<td><strong>M3</strong> Assess on own learning against original aims and objectives set in the development plan.</td>
<td><strong>D2</strong> 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.</td>
</tr>
<tr>
<td><strong>P6</strong> Outline the development activities planned.</td>
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<tr>
<td><strong>LO4</strong> Review acquired and applied interpersonal and transferable skills.</td>
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</tr>
<tr>
<td><strong>P7</strong> Define acquired and applied interpersonal and transferable skills.</td>
<td><strong>M4</strong> Analyse the acquired skills and qualities for pursuit of a chosen career path within the public services.</td>
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</tr>
<tr>
<td><strong>P8</strong> Identify effective communication across a range of scenarios.</td>
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</tbody>
</table>
Recommended resources

Textbooks


Websites

psychometricstest.org.uk Psychometric Tests
Psychometric testing
(Development tool)

vark-learn.com VARK – 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

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/7193</th>
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<tbody>
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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:


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

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

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

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<tr>
<td><strong>LO1</strong> Explore the drug classification and categorisation system</td>
<td></td>
<td><strong>D1</strong> Evaluate the effectiveness of the classification and categorisation of substances, citing examples of drug reclassification or new substances.</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the different types of drug and their associated effects.</td>
<td><strong>M1</strong> Analyse the purpose of the drug classification system</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Identify the legislation that underpins the drug classification system.</td>
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</tr>
<tr>
<td><strong>LO2</strong> Assess the different support services available to substance misusers</td>
<td></td>
<td><strong>D2</strong> Evaluate the effectiveness of substance support services at tackling misuse and reducing offending.</td>
</tr>
<tr>
<td><strong>P3</strong> Describe the support needs that substance misusers can have.</td>
<td><strong>M2</strong> Compare support services available to substance misusers within and outside prison.</td>
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<tr>
<td><strong>P4</strong> Outline a range of community and prison-based services that treat substance misusers.</td>
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</tr>
<tr>
<td><strong>LO3</strong> Investigate crimes related to substance misuse</td>
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<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Define the different types of crime related to substance misuse.</td>
<td><strong>M3</strong> Analyse the penalties that are available for drug offences.</td>
<td><strong>D3</strong> Evaluate the impact and effectiveness of a particular public service initiative designed to address drug-related crime.</td>
</tr>
<tr>
<td><strong>LO4</strong> Review the impact of drug-related crime on communities and the public services.</td>
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</tr>
<tr>
<td><strong>P6</strong> Outline the short- and long-term impact of drug-related crime on the community.</td>
<td><strong>M4</strong> Analyse how the public services have responded to the problem of drug-related crime.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
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</table>

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

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.
<table>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore the history of warfare and conflict</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> Evaluate the impact of war and conflict on a specific global region.</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the different types of warfare and conflict.</td>
<td><strong>M1</strong> Evaluate the differences between past and recent wars and conflicts.</td>
<td><strong>D2</strong> Review the power and influence of international organisations during wars and conflicts.</td>
</tr>
<tr>
<td><strong>P2</strong> Explain the causes and specific characteristics of past and current wars and conflicts.</td>
<td><strong>P3</strong> Describe the causes of war and conflict, and the effects on individuals and nations.</td>
<td><strong>M3</strong> Assess the involvement of international organisations in a specific conflict or war.</td>
</tr>
<tr>
<td><strong>LO2</strong> Assess the cause and effect of warfare and conflict</td>
<td><strong>M2</strong> Analyse the cause and effect of war and conflict.</td>
<td><strong>M4</strong> Analyse how media reporting can influence public opinion towards war and conflict.</td>
</tr>
<tr>
<td><strong>P3</strong> Describe the causes of war and conflict, and the effects on individuals and nations.</td>
<td><strong>P4</strong> Explain the different roles carried out by international organisations during war and conflict.</td>
<td><strong>D3</strong> Evaluate the influence of both traditional and social media reports on a specific example.</td>
</tr>
<tr>
<td><strong>LO3</strong> Examine the role of international organisations during war and conflict</td>
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<tr>
<td><strong>P4</strong> Explain the different roles carried out by international organisations during war and conflict.</td>
<td><strong>M3</strong> Assess the involvement of international organisations in a specific conflict or war.</td>
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</tr>
<tr>
<td><strong>LO4</strong> Review the role of media in modern warfare and conflict.</td>
<td><strong>P5</strong> Outline the role of traditional media and social media in reporting war and conflict.</td>
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</tr>
<tr>
<td><strong>P5</strong> Outline the role of traditional media and social media in reporting war and conflict.</td>
<td><strong>M4</strong> Analyse how media reporting can influence public opinion towards war and conflict.</td>
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</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
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<th>Unit code</th>
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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

<table>
<thead>
<tr>
<th>Pass</th>
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</table>
| **LO1** Investigate the principles of training for fitness | **P1** Define the components of fitness for a selected public service.  
**P2** Describe the principles of training required for a selected public service. | **M1** Analyse how the principles of training can be used to minimise the effects of over-training for a selected public service.  
**D1** Justify how the principles of training can be used to minimise the effects of over-training for a selected public service. |
| **LO2** Explore the relationship between health, wellbeing and diet, stress, smoking and alcohol | **P3** Outline the relationship between health and wellbeing, diet and excessive stress levels in a chosen public service.  
**P4** Outline the relationship between health and wellbeing, excessive alcohol consumption and smoking in a chosen public service. | **M2** Analyse the relationship between health and wellbeing, diet and excessive stress levels in a chosen public service.  
**M3** Analyse the relationship between health and wellbeing, excessive alcohol consumption and smoking in a chosen public service.  
**D2** Analyse the relationship between health and wellbeing, diet, excessive stress, excessive alcohol consumption and smoking in a chosen public service. |
| **LO3** Design safe and effective training programmes for a chosen public service | **P5** Design a personal fitness training programme for a chosen public service to incorporate the principles of training.  
**P6** Undertake a personal fitness training programme for a chosen public service. | **M4** Analyse the structure of the fitness training programme for a chosen public service and the applied principles of training.  
**D3** Justify the structure of the fitness training programme for a chosen public service and the applied principles of training.  
**M5** Produce a fitness training diary. |
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<tbody>
<tr>
<td><strong>LO4</strong> Review individual lifestyle and fitness capacity.</td>
<td><strong>M6</strong> Illustrate lifestyle improvement strategies for identified lifestyle factors.</td>
<td><strong>D4</strong> Suggest lifestyle improvement strategies and training programme for identified lifestyle factors.</td>
</tr>
<tr>
<td><strong>P7</strong> State the effects of identified lifestyle factors on health and fitness when applying for public service employment.</td>
<td><strong>M7</strong> Demonstrate improvements to the training programme based on the report.</td>
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<tr>
<td><strong>P8</strong> Define a personal fitness training programme, including strengths and areas for improvement.</td>
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</tbody>
</table>
Recommended resources

Textbooks

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

<table>
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<th>Unit code</th>
<th>L/616/7197</th>
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<tbody>
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</table>

**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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate how the public sector plans and allocates resources to achieve objectives</td>
<td><strong>M1</strong> Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context. <strong>M2</strong> Assess the importance of planning and allocating resources to achieve the public sector’s objectives.</td>
<td><strong>D1</strong> Analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of public sector's objectives.</td>
</tr>
<tr>
<td><strong>P1</strong> Define the main considerations a public service needs to address when planning and allocating resources to achieve public sector objectives.</td>
<td><strong>P2</strong> Explain the different processes of customer relationship management for a public service. <strong>P3</strong> Identify how a public service can develop nationally and determine the benefits and drawbacks.</td>
<td><strong>D2</strong> Evaluate the customer relationship management process at all stages and provide recommendations for overcoming the challenges of developing public-private operations.</td>
</tr>
<tr>
<td><strong>LO2</strong> Explain the customer relationship management process for public services, including the benefits and challenges of public/private operations</td>
<td><strong>M3</strong> Analyse the elements of the customer relationship management process in relation to achieving public sector objectives. <strong>M4</strong> Analyse the potential to develop public-private operations, assessing both benefits and challenges.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Describe the characteristics of different customers in the public sector. <strong>P5</strong> Explain the different methods of engaging with customers within the public sector.</td>
<td><strong>M5</strong> Explore how models of innovation can be used to impact the entrepreneurial process when delivering a product or service.</td>
<td><strong>D3</strong> Review a public sector entrepreneurial idea, giving recommendations on how planning, management and future investment can be implemented.</td>
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<tr>
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<tr>
<td><strong>LO4</strong> Review the implications of regulation and legislation on public service organisations.</td>
<td><strong>P6</strong> Outline key legislation and regulations that have implications on public sector innovations.</td>
<td><strong>M6</strong> Analyse the implications of key legislation and regulations in an organisational context.</td>
</tr>
</tbody>
</table>
Recommended Resources

Textbooks


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

<table>
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**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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Demonstrate an understanding of management accounting systems and sources of finance available within public services organisations</td>
<td><strong>M1</strong> Analyse the benefits of management accounting systems and how their application supports management of public sector finance.</td>
<td><strong>D1</strong> Evaluate how management accounting systems and management accounting reporting is integrated within public services organisational processes.</td>
</tr>
<tr>
<td><strong>P1</strong> Explain management accounting and give the essential requirements of different types of management accounting system.</td>
<td><strong>P2</strong> Identify sources of finance available to public services organisations.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Apply a range of management accounting techniques relevant to organisations within the public services sector</td>
<td><strong>P3</strong> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.</td>
<td><strong>M2</strong> Demonstrate a range of management accounting techniques and produce appropriate financial reporting documents which would be relevant within public services organisations.</td>
</tr>
<tr>
<td><strong>P3</strong> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.</td>
<td><strong>M2</strong> Demonstrate a range of management accounting techniques and produce appropriate financial reporting documents which would be relevant within public services organisations.</td>
<td><strong>D2</strong> Produce financial reports that accurately apply and interpret data for a range of business activities within a public services organisation.</td>
</tr>
<tr>
<td><strong>LO3</strong> Explain the use of planning tools used in management accounting</td>
<td><strong>P4</strong> Explain the advantages and disadvantages of different types of planning tool used for budgetary control.</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P4</strong> Explain the advantages and disadvantages of different types of planning tool used for budgetary control.</td>
<td><strong>M3</strong> Analyse the use of different planning tools and their application for preparing and forecasting budgets.</td>
<td><strong>D3</strong> Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.</td>
</tr>
<tr>
<td><strong>LO4</strong> Compare ways in which public services organisations could use management accounting to respond to financial problems</td>
<td><strong>P5</strong> Outline how organisations within the public services sector are adapting management accounting systems to respond to financial problems.</td>
<td><strong>M4</strong> Analyse how, in responding to financial problems, management accounting can lead public services organisations to sustainable success.</td>
</tr>
<tr>
<td><strong>P5</strong> Outline how organisations within the public services sector are adapting management accounting systems to respond to financial problems.</td>
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</table>
Recommended resources

Textbooks


Websites

[cimaglobal.com](http://cimaglobal.com) Chartered Institute of Management Accountants

(General reference)

[cipfa.org](http://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

<table>
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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
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
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

<table>
<thead>
<tr>
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<th>Merit</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Identify risks to personnel working within civil protection agencies</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> Analyse methods and legislation used to protect civil protection personnel.</td>
</tr>
<tr>
<td><strong>P1</strong> Identify the risks faced by personnel serving in different civil protection agencies.</td>
<td><strong>M1</strong> Assess the risks faced by personnel working for civil protection agencies.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explain methods to maintain personal safety for civil protection personnel</td>
<td><strong>P2</strong> Explain the methods used by protective service personnel and organisations to ensure safety of personnel.</td>
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</tr>
<tr>
<td><strong>P3</strong> Outline how personal safety methods have been deployed by civil protection personnel.</td>
<td><strong>M2</strong> Assess the use of different protective methods used by civil protection personnel.</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Review legislation and organisational methods used to maintain security of civil protection personnel</td>
<td><strong>P4</strong> Outline a range of legislative and organisational methods to maintain security of civil protection personnel.</td>
<td><strong>LO3 and LO4</strong> <strong>D2</strong> Evaluate legislation, organisational methods and developments to improve and protect the personal safety of civil protection personnel.</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess developments in personal and personnel security.</td>
<td><strong>M3</strong> Assess the effectiveness of a range of legislative and organisational methods of maintaining safety of civil protection personnel.</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Describe development in technologies to maintain safety of civil protection personnel.</td>
<td><strong>M4</strong> Analyse developments in personal and personnel security.</td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals

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

<table>
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<tr>
<th>Unit code</th>
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**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

LO2 **Plan and organise a public service event**

**Identify events found in a public service context:**
- Training days, residential, 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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine the Health and Safety associated with managing an event</td>
<td></td>
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</tr>
<tr>
<td><strong>P1</strong> Explain the Health and Safety legislation that must be followed when organising an event.</td>
<td><strong>M1</strong> Analyse the importance of Health and Safety legislation when organising an event.</td>
<td><strong>D1</strong> Evaluate the importance of Health and Safety legislation when organising an event.</td>
</tr>
<tr>
<td><strong>P2</strong> Identify the implications of not following Health and Safety legislation when organising an event.</td>
<td></td>
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</tr>
<tr>
<td><strong>LO2</strong> Plan and organise a public service event</td>
<td><strong>LO2 and LO3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Create a plan for an event found within a public services context.</td>
<td><strong>M2</strong> Independently plan and organise an event within a public service context.</td>
<td><strong>D2</strong> Independently plan, organise and manage an event within a public service context.</td>
</tr>
<tr>
<td><strong>P4</strong> Arrange, with support, an event within a public services context.</td>
<td></td>
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</tr>
<tr>
<td><strong>LO3</strong> Manage a public service event</td>
<td></td>
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</tr>
<tr>
<td><strong>P5</strong> Explain the management skills required to coordinate public services events.</td>
<td><strong>M3</strong> Independently manage an event found in a public service environment.</td>
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</tr>
<tr>
<td><strong>P6</strong> Manage, with support, a public service-related event.</td>
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<tr>
<td><strong>LO4</strong> Review the public service event.</td>
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</tr>
<tr>
<td><strong>P7</strong> Review the planning, organisation and management of an event in a public service context.</td>
<td><strong>M4</strong> Assess the effectiveness of the planning, organising and management for the event.</td>
<td><strong>D3</strong> 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.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Journals

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

<table>
<thead>
<tr>
<th>Unit code</th>
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<td>Credit value</td>
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</tbody>
</table>

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

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.
<table>
<thead>
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<tbody>
<tr>
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<tr>
<td><strong>LO1</strong> Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the steps taken to reduce the potential and specific risks inherent in outdoor and adventurous activities.</td>
</tr>
<tr>
<td><strong>P2</strong> Assess the impact of the decision-making process on the outcome of an activity session.</td>
</tr>
<tr>
<td><strong>LO2</strong> Undertake a range of outdoor and adventurous activities</td>
</tr>
<tr>
<td><strong>P3</strong> Demonstrate skill progression in outdoor and adventurous activities.</td>
</tr>
<tr>
<td><strong>P4</strong> Explain the emergency procedures required to deal with potential problems in outdoor adventurous activities.</td>
</tr>
<tr>
<td><strong>LO3</strong> Demonstrate leadership during and outdoor and adventurous activity session</td>
</tr>
<tr>
<td><strong>P5</strong> Plan an outdoor and an adventurous activity session.</td>
</tr>
<tr>
<td><strong>P6</strong> Deliver an outdoor and an adventurous activity session, using appropriate group management techniques.</td>
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<tr>
<td><strong>Merit</strong></td>
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<tr>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>D1</strong> Evaluate the impact that planning for risk and effective decision making has on the outcomes of an activity session.</td>
</tr>
<tr>
<td><strong>M1</strong> Analyse the impact that planning for risk and effective decision making has on the outcomes of an activity session.</td>
</tr>
<tr>
<td><strong>M2</strong> Demonstrate advanced skills as laid out by national governing bodies in outdoor and adventurous activities.</td>
</tr>
<tr>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>D2</strong> Evaluate the process of skills acquisition in the outdoor environment.</td>
</tr>
<tr>
<td><strong>M3</strong> Lead an outdoor and an adventurous activity session, using effective group management techniques.</td>
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<tr>
<td>Pass</td>
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</tr>
<tr>
<td><strong>LO4</strong> Review performance and plan for skills development in outdoor and adventurous activities.</td>
</tr>
<tr>
<td><strong>P7</strong> Review performance and carry out a personal outdoor skills audit, producing action plans for skills development in outdoor activities. <strong>P8</strong> Explain skill acquisition and the stages of outdoor skills development.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Suggested models
ADAIR, J.E. (1973) Action-centred Leadership
HERSEY, P. and BLANCHARD, K. H. (1977) Situational Leadership Model
KNAPP, B. (1967) The Open and Closed Continuum
TANNENBAUM and SCHMIDT (1957) Leadership Continuum

Websites
britishcanoeing.org British Canoeing (General reference)
thebmc.uk The British Mountaineering Council (General reference)
brbritishcycling.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

<table>
<thead>
<tr>
<th>Unit code</th>
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</table>

**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 Basel 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.
<table>
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<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Define the fitness requirements for entry into different public services</td>
</tr>
<tr>
<td><strong>D1</strong> Justify the entrance requirements for a range of protective services.</td>
</tr>
<tr>
<td><strong>LO2</strong> Define the reliability, validity and practicality of fitness tests for a chosen public service</td>
</tr>
<tr>
<td><strong>D2</strong> Analyse the validity, reliability and practicality of fitness tests for a chosen public service.</td>
</tr>
<tr>
<td><strong>LO3</strong> Conduct a series of fitness tests for a chosen public service</td>
</tr>
<tr>
<td><strong>D3</strong> Justify maximal and sub-maximal fitness tests for a chosen uniformed public service.</td>
</tr>
<tr>
<td><strong>LO4</strong> Design a fitness programme using the periodisation model based on the results from the fitness tests undertaken for a chosen public service</td>
</tr>
<tr>
<td><strong>D4</strong> Justify recommendations for further development.</td>
</tr>
</tbody>
</table>
**Recommended resources**

**Textbooks**


**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:*


**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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Examine the recent historical context of third sector involvement with the public services</td>
<td><strong>P1</strong> Explain key events that have shaped the work of third sector organisations. <strong>M1</strong> Analyse how the work of third sector organisations has developed.</td>
<td><strong>D1</strong> Evaluate the impact of governmental reviews and reports in shaping the use of third sector organisations.</td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the role of third sector organisations in society</td>
<td><strong>P2</strong> Identify the types of work that third sector organisations are involved in. <strong>M2</strong> Analyse the role of third-sector organisations within society.</td>
<td><strong>LO2, LO3 and LO4</strong> D2 Justify the use of third sector organisations to deliver or support delivery of public services.</td>
</tr>
<tr>
<td><strong>LO3</strong> Explore examples of third sector organisations delivering public services</td>
<td><strong>P3</strong> Outline types of public service delivered by third sector organisations. <strong>P4</strong> Define examples of third sector organisations delivering public services. <strong>M3</strong> Compare services delivered by third sector organisations and the public services, using real-world examples.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Review the benefits and barriers of third sector organisations working in partnership with the public services.</td>
<td><strong>P5</strong> Outline the ways in which third sector organisations work in partnership with public services. <strong>P6</strong> Explain the benefits and barriers to using third sector organisations for public service delivery. <strong>M4</strong> Analyse the benefits and barriers of third sector organisations working in partnership with the public services.</td>
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</tbody>
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Recommended resources

Textbooks

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

<table>
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</table>

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.
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<tr>
<th><strong>Pass</strong></th>
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<tbody>
<tr>
<td><strong>LO1</strong> Outline the structure of organisations within the public services sector</td>
<td><strong>M1</strong> Analyse the structure of different organisations within the public services sector.</td>
<td><strong>D1</strong> Evaluate key differences that exist between organisations in the public services sector.</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the structure of organisations within the public services sector.</td>
<td><strong>P2</strong> Identify employment opportunities within different organisations in the public services sector.</td>
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<tr>
<td><strong>LO2</strong> Examine employability skills relevant to the public services sector</td>
<td><strong>M2</strong> Analyse the skill requirements of different job roles in the public services sector.</td>
<td><strong>D2</strong> Justify the skill requirements of different job roles in the public services sector.</td>
</tr>
<tr>
<td><strong>P3</strong> Assess employability skills relevant to the public services sector.</td>
<td><strong>P4</strong> Explain the skill requirements of different job roles in the public services sector.</td>
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<tr>
<td><strong>LO3</strong> Observe employability skills in action through work exposure</td>
<td><strong>M3</strong> Analyse the different skills used by individuals working in the public services sector.</td>
<td><strong>D3</strong> Justify the use of employability skills by individuals working in the public services sector in relation to the demands of each role.</td>
</tr>
<tr>
<td><strong>P5</strong> Observe individuals working in the public services sector.</td>
<td><strong>P6</strong> Explain employability skills used by individuals working in the public services sector.</td>
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</tr>
<tr>
<td><strong>LO4</strong> Review the use of employability skills through work exposure.</td>
<td><strong>M4</strong> Assess the strengths and areas for improvement of a range of individuals working in the public services sector.</td>
<td><strong>D4</strong> Evaluate the use of employability skills in different roles within the public services sector.</td>
</tr>
<tr>
<td><strong>P7</strong> Review the use of employability skills within different roles in the public services sector.</td>
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</table>
Recommended resources

Textbooks

Website
prospects.ac.uk Prospects
(publicsectorjobs.net Public Sector Jobs
(theguardian.com The Guardian

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

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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
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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Identify the types of technology used in the public services</td>
<td><strong>LO1 and LO2</strong>&lt;br&gt;D1 Evaluate the use of different types of technology and their deployment in public service delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong> Identify the types of technology used in the public services.</td>
<td><strong>M1</strong> Assess the types of technology used in the public services with application to specific services and their use.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate how public service technology is deployed</td>
<td><strong>LO3 and LO4</strong>&lt;br&gt;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.</td>
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<tr>
<td><strong>P2</strong> Outline how public services technology is deployed.</td>
<td><strong>M2</strong> Analyse why public service technology is deployed.</td>
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</tr>
<tr>
<td><strong>LO3</strong> Compare the impact of technology on different public services</td>
<td><strong>P3</strong> Define the impact of technology on different public services as an organisation and for the service user.</td>
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<tr>
<td><strong>M3</strong> Analyse the impact of technology on two specific public services.</td>
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<tr>
<td><strong>LO4</strong> Review developments in public service technologies and future directions</td>
<td><strong>P4</strong> Identify contemporary developments in public service technologies.</td>
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<tr>
<td><strong>M4</strong> Assess the impact of the developments on public service delivery.</td>
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Recommended resources

Textbooks


Journals

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

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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 – PSO 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

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

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<tr>
<td><strong>LO1</strong> Investigate the nature and context of custodial care</td>
<td><strong>D1</strong> Assess the need for different types of prison.</td>
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</tr>
<tr>
<td><strong>P1</strong> Explain the different types of custodial environment.</td>
<td><strong>M1</strong> Compare the similarities and differences between two different types of custodial environment.</td>
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<tr>
<td><strong>P2</strong> Outline the different types of prison and sentence.</td>
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<tr>
<td><strong>LO2</strong> Identify the receiving and discharging procedures for prisoners</td>
<td><strong>D2</strong> Evaluate the current discharging procedures for prisoners.</td>
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<tr>
<td><strong>P3</strong> Explain the procedures for receiving prisoners into the custodial environment.</td>
<td><strong>M2</strong> Analyse the impact of reception procedures on the wellbeing of first-time offenders.</td>
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<tr>
<td><strong>P4</strong> Explain the procedures for discharging prisoners from custody.</td>
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</tr>
<tr>
<td><strong>LO3</strong> Assess how security and control are managed in the custodial environment</td>
<td><strong>D3</strong> Analyse the relationship between security and control measures in prisons.</td>
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</tr>
<tr>
<td><strong>P5</strong> Explain the different types of security in operation in the custodial environment, giving examples.</td>
<td><strong>M3</strong> Assess the emerging threats to security and control in the prison environment.</td>
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<tr>
<td><strong>P6</strong> Outline the control measures that are in operation in the custodial environment.</td>
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<tr>
<td><strong>LO4</strong> Investigate the care and support services available to prisoners.</td>
<td><strong>D4</strong> Evaluate the role of prison officers in providing care and support to prisoners.</td>
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<tr>
<td><strong>P7</strong> Identify the support departments available in prisons.</td>
<td><strong>M4</strong> Explore the care and support services available in prison that support the reduction of reoffending.</td>
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<tr>
<td><strong>P8</strong> Define the charities which offer support in the custodial environment.</td>
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</table>
Recommended resources

Textbooks

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

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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, non-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


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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1 Investigate psychological perspectives</strong></td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1 Analyse why an understanding and knowledge of psychological perspectives and social influence is relevant to the public services.</strong></td>
</tr>
<tr>
<td><strong>P1 Describe a range of psychological perspectives and how they explain human behaviour.</strong></td>
<td><strong>M1 Assess the similarities and differences between psychological perspectives in explaining human behaviour.</strong></td>
<td><strong>D2 Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors.</strong></td>
</tr>
<tr>
<td><strong>LO2 Identify the effect of social influence on behaviour</strong></td>
<td><strong>M2 Analyse the consequences of prejudice and discrimination within the public services.</strong></td>
<td><strong>D3 Evaluate how psychological perspective is applied to the work of a range of public services.</strong></td>
</tr>
<tr>
<td><strong>P2 Define the research into group influence, conformity and obedience and how human behaviour is affected.</strong></td>
<td><strong>M2 Analyse the consequences of prejudice and discrimination within the public services.</strong></td>
<td><strong>D2 Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors.</strong></td>
</tr>
<tr>
<td><strong>LO3 Investigate theories of criminal behaviour and causal factors</strong></td>
<td><strong>M3 Investigate the major theories of criminal behaviour.</strong></td>
<td><strong>D2 Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors.</strong></td>
</tr>
<tr>
<td><strong>P3 Outline the influences and factors which may contribute to criminal activity.</strong></td>
<td><strong>M3 Investigate the major theories of criminal behaviour.</strong></td>
<td><strong>D2 Analyse a real-world crime, applying psychological theory and identifying the causal factors, influences and contributory factors.</strong></td>
</tr>
<tr>
<td><strong>LO4 Assess how psychological perspectives are applied in the public services.</strong></td>
<td><strong>M4 Assess how psychology is practically applied by the public services to reduce criminal behaviour.</strong></td>
<td><strong>D3 Evaluate how psychological perspective is applied to the work of a range of public services.</strong></td>
</tr>
<tr>
<td><strong>P4 Explain how psychological perspectives can be applied by individuals in the public services.</strong></td>
<td><strong>M4 Assess how psychology is practically applied by the public services to reduce criminal behaviour.</strong></td>
<td><strong>D3 Evaluate how psychological perspective is applied to the work of a range of public services.</strong></td>
</tr>
<tr>
<td><strong>P5 Define how psychological perspectives can be applied to teams within the public services.</strong></td>
<td><strong>M4 Assess how psychology is practically applied by the public services to reduce criminal behaviour.</strong></td>
<td><strong>D3 Evaluate how psychological perspective is applied to the work of a range of public services.</strong></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
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<th>K/616/7210</th>
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</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
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<tr>
<td>Credit value</td>
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</table>

**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:

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain how information sources and data are used in small-scale public service research projects</td>
<td><strong>M1</strong> Assess information sources used by the public services and the extent to which research data aids decision making.</td>
<td><strong>D1</strong> Evaluate the rationale behind a small-scale research project for the public services, methods used to collect, cite and reference data and avoid plagiarism.</td>
</tr>
<tr>
<td><strong>P1</strong> 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.</td>
<td><strong>M2</strong> Analyse types of plagiarism and approaches to ensure plagiarism is avoided.</td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the importance of citation and referencing</td>
<td></td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P2</strong> Define the importance of citation and referencing.</td>
<td><strong>M3</strong> 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.</td>
<td><strong>D2</strong> Evaluate research strategies and findings and make valid, justified recommendations for further research.</td>
</tr>
<tr>
<td><strong>P3</strong> Describe different citation and referencing methods and the online citation management tools available to support accurate citation and referencing.</td>
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<tr>
<td><strong>LO3</strong> Review the use of research strategies in small-scale projects for the public services</td>
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</tr>
<tr>
<td><strong>P4</strong> Define different research strategies employed in small-scale research public services projects and how ethical research practice is maintained.</td>
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</tr>
<tr>
<td><strong>LO4</strong> Conduct a small-scale research project and communicate the research hypothesis, methodologies and findings.</td>
<td><strong>P5</strong> Design a small-scale research project, explaining why the chosen research methods will enable the achievement of research objectives. <strong>P6</strong> Conduct research based on the project design and present findings in an appropriate format and manner for the intended audience.</td>
<td><strong>M4</strong> Communicate an analysis, using citation and referencing, of the research findings to the intended audience, demonstrating how the research outcomes met research objectives.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Links

This unit links to the following related units:

Unit 29: Research Project.
Unit 29: Research Project

<table>
<thead>
<tr>
<th>Unit code</th>
<th>M/616/7211</th>
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<tbody>
<tr>
<td>Unit type</td>
<td>Core</td>
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<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>30</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Design a relevant research proposal</td>
<td><strong>M1</strong> Design a preferred methodology for the research project, to include a literature review of proposed secondary sources.</td>
<td><strong>D1</strong> Critically analyse the research proposal and data collected that considers both quantitative and qualitative data.</td>
</tr>
<tr>
<td><strong>P1</strong> Illustrate a rationale for the research project that includes identification of other possible areas of research and justification of the topic of choice.</td>
<td><strong>P2</strong> Review research methodology, to include ethical considerations.</td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>LO2</strong> Implement the research project within agreed procedures and to the proposal guidelines</td>
<td><strong>P3</strong> Apply tests of validity and reliability considering the variables of the research.</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>M2</strong> Assess the selection of tools for data collection.</td>
<td><strong>LO3</strong> Review the research outcomes</td>
<td><strong>D2</strong> Critically evaluate the outcomes of the research findings and conclude with future considerations or recommendations relevant to the research.</td>
</tr>
<tr>
<td><strong>P4</strong> Investigate the findings of the research.</td>
<td><strong>M3</strong> Analyse the success or failure of the research project with direct indication of the research proposal.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Present the research project.</td>
<td><strong>P5</strong> Undertake a written research project.</td>
<td><strong>M4</strong> Evaluate the process of research, methodology, approach and lessons learned.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
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<td>Unit type</td>
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</table>

**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.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Investigate the concept and application of reflection and reflective practice</td>
</tr>
<tr>
<td><strong>P1</strong> Demonstrate the meaning and applications of reflective practice and related concepts.</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the types and models of reflective practice</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate different types of reflective practice.</td>
</tr>
<tr>
<td><strong>P3</strong> Illustrate a range of reflective practice models.</td>
</tr>
<tr>
<td><strong>LO3</strong> Carry out a period of reflective practice utilising a range of methodologies</td>
</tr>
<tr>
<td><strong>P4</strong> Design a plan to carry out a period of reflective practice.</td>
</tr>
<tr>
<td><strong>LO4</strong> Review own use of reflective practice and examine its impact.</td>
</tr>
<tr>
<td><strong>P5</strong> Interpret use of reflective practice and examine its impact on your future development and next steps.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Journals


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

<table>
<thead>
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<th>Unit code</th>
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<td>5</td>
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<td>Credit value</td>
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</tbody>
</table>

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

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<tr>
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<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Investigate the global trends, organisations and structures which impact the public sector</td>
<td><strong>LO1 and LO2</strong>&lt;br&gt;D1 Critically evaluate the impact of global trends on the public sector and international organisations in resolving conflict.</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Communicate the function of international organisations and their impact on the public sector.</td>
<td><strong>M1</strong> Analyse the global trends which influence the public sector.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Evaluate the role of international organisations in conflict resolution</td>
<td><strong>P2</strong> Review the powers that international organisations have to influence nation states.</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Review the powers that international organisations have to influence nation states.</td>
<td><strong>M2</strong> Analyse the role that international organisations have in resolving recent conflict.</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Investigate the role that international organisations have in resolving conflict.</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Review the role of international organisations in combating environmental and economic issues</td>
<td><strong>P4</strong> Examine contemporary global economic issues and the role of organisations to support nations.</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Examine contemporary global economic issues and the role of organisations to support nations.</td>
<td><strong>M3</strong> Analyse the effectiveness of international organisations in dealing with economic and environmental issues.</td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Illustrate recent environmental issues in a global context and the role of international organisations in solving issues.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Determine the impact that international organisations have on the public sector.</td>
<td><strong>P6</strong> Demonstrate the impact that international organisations have on the public sector.</td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Demonstrate the impact that international organisations have on the public sector.</td>
<td><strong>M4</strong> Assess the impact that international organisations have on the public sector.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
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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:

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)

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:

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine the types and manifestations of serious and organised crime</td>
<td><strong>D1</strong> Critically evaluate the impact of globalisation on serious and organised crime.</td>
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</tr>
<tr>
<td><strong>P1</strong> Investigate the different types of serious and organised crime.</td>
<td><strong>M1</strong> Analyse current trends in serious and organised crime.</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore the perpetrators, drivers and motivators of serious and organised crime</td>
<td><strong>LO2, LO3 and LO4</strong></td>
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</tr>
<tr>
<td><strong>P2</strong> Assess the risk factors for being drawn into serious and organised crime.</td>
<td><strong>M2</strong> Analyse how information on perpetrators, drivers and motivators can be used to prevent engagement in serious and organised crime.</td>
<td><strong>D2</strong> 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.</td>
</tr>
<tr>
<td><strong>P3</strong> Research the drivers, facilitators and motivators of serious and organised crime.</td>
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<tr>
<td><strong>LO3</strong> Investigate the public services and other organisations involved in the response to serious and organised crime</td>
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<tr>
<td><strong>P4</strong> Explore the organisations involved in the response to serious and organised crime.</td>
<td><strong>M3</strong> Analyse how organisations work together to tackle serious and organised crime, giving examples.</td>
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<tr>
<td><strong>P5</strong> Assess the strategies and legislation that have been introduced to tackle serious and organised crime.</td>
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<tr>
<td><strong>LO4</strong> Review real-world examples of serious and organised crime.</td>
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<tr>
<td><strong>P6</strong> Explore a range of examples of serious and organised crime.</td>
<td><strong>M4</strong> Analyse the role of public services in a particular serious and organised crime example.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
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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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Investigate the types and principles of justice</td>
<td><strong>LO1, LO2 and LO3</strong></td>
<td><strong>D1</strong> Critically evaluate how justice is achieved through appropriate sentencing being applied by criminal courts.</td>
</tr>
<tr>
<td><strong>P1</strong> Illustrate the types and principles of justice.</td>
<td><strong>M1</strong> Assess the principles of justice that are applied in today’s criminal justice process.</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore the aims and types of punishment</td>
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<tr>
<td><strong>P2</strong> Explore the aims of sentencing and the guidelines that are in place to make sentencing decisions.</td>
<td><strong>M2</strong> Apply sentencing guidelines to a particular case example to analyse how the sentencing decision was reached and the aims that were being achieved.</td>
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<tr>
<td><strong>P3</strong> Compare the different types of sentence that can be applied by the criminal courts.</td>
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<tr>
<td><strong>LO3</strong> Identify the rehabilitation options available for the treatment of offenders</td>
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<tr>
<td><strong>P4</strong> Review a range of accredited programmes that are available for the treatment of offenders.</td>
<td><strong>M3</strong> Analyse a range of accredited programmes in depth, making reference to the evidence base for it, the target population, and its effectiveness.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Investigate how the public services ensure that justice, punishment and rehabilitation is carried out effectively.</td>
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<tr>
<td><strong>P5</strong> Explore a range of current issues that relate to effective justice, sentencing and rehabilitation.</td>
<td><strong>M4</strong> Analyse how the key current issues relating to justice, punishment and rehabilitation have changed over the past ten years.</td>
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<td></td>
<td><strong>D2</strong> Evaluate how effective the public services are in delivering effective justice, punishment and rehabilitation by responding to current and emerging issues.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

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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. Eysencks’ 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore biological explanations for crime and deviant behaviour</td>
<td><strong>P1</strong> Investigate the different types of biological theory for crime and deviant behaviour.</td>
<td><strong>LO1, LO2 and LO3</strong> D1 Critically evaluate different theories of crime by applying biological, sociological and psychological theory to a particular type of offending.</td>
</tr>
<tr>
<td><strong>P2</strong> Explore a range of biological theories for crime and deviant behaviour.</td>
<td><strong>M1</strong> Analyse the evidence for and against a particular biological theory for crime and deviant behaviour.</td>
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</tr>
<tr>
<td><strong>LO2</strong> Assess sociological explanations for crime and deviant behaviour</td>
<td><strong>P3</strong> Investigate the sociological factors linked to crime and deviant behaviour.</td>
<td><strong>M2</strong> Compare sociological theories for crime and deviant behaviour, highlighting the similarities and differences.</td>
</tr>
<tr>
<td><strong>P4</strong> Assess a range of sociological theories that explain crime and deviant behaviour.</td>
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<tr>
<td><strong>LO3</strong> Discuss psychological explanations for crime and deviant behaviour</td>
<td><strong>P5</strong> Investigate the core belief of psychological theories for crime and deviant behaviour.</td>
<td><strong>M3</strong> Analyse a particular psychological theory by presenting evidence that supports and refutes.</td>
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<tr>
<td><strong>P6</strong> Illustrate a range of different psychological theories for crime and deviant behaviour.</td>
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<tr>
<td><strong>LO4</strong> Investigate risk and protective factors for offending</td>
<td><strong>D2</strong> Critically evaluate how knowledge of risk and protective factors can be used by the public services to deal with crime both proactively and reactively.</td>
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<tr>
<td><strong>P7</strong> Interpret the terms risk and protective factors.</td>
<td><strong>M4</strong> Analyse the importance of identifying risk and protective factors for juvenile offending with regard to adult offending.</td>
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<td><strong>P8</strong> Investigate the risk and protective factors that research has highlighted as linked to the risk of young people offending.</td>
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</table>

*Pearson BTEC Levels 4 and 5 Higher Nationals in Public Services Specification – Issue 2 – April 2020 © Pearson Education Limited 2020*
Recommended resources

Textbooks

Journals

Websites
gram.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

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**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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
</table>
| **LO1** Explore the use of operations management in the public sector | | **LO1 and LO2**
| **P1** Illustrate the purpose of operations management within the public sector. | **M1** Assess how operations management has been used in the public sector. | **D1** Critically evaluate the benefits to the public sector of operations management. |
| **LO2** Investigate how public sector projects are operationalised | | **LO3 and LO4**
| **P2** Research the key approaches to operations management. | **M2** Analyse the importance and value of operations management in achieving strategic objectives. | **D2** Critically evaluate the operational constraints on public sector projects. |
| **LO3** Identify operational and project management processes for use in the public sector | | |
| **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

Journals

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

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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore change management and why organisations need to change</td>
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<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong> Investigate what change management is, the reasons for it and the associated benefits.</td>
<td><strong>M1</strong> Analyse the theories, concepts and models that can assist at different stages of change management.</td>
<td><strong>D1</strong> Critically evaluate a public service organisational response to change, using appropriate theories and models.</td>
</tr>
<tr>
<td><strong>P2</strong> Review a range of theories, concepts and models that relate to change theory.</td>
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<tr>
<td><strong>LO2</strong> Analyse examples of change in the public sector</td>
<td></td>
<td><strong>LO3</strong> and <strong>LO4</strong></td>
</tr>
<tr>
<td><strong>P3</strong> Assess a range of real-world examples of public services undertaking change management.</td>
<td><strong>M2</strong> Analyse the different drivers for change in each of the given examples and the types of organisational change implemented.</td>
<td><strong>D2</strong> Critically evaluate planning effectively for change.</td>
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<tr>
<td><strong>P4</strong> Investigate current issues that the public services may need to respond to through organisational change.</td>
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<tr>
<td><strong>LO3</strong> Investigate the barriers to change and issues that can occur in the change management process</td>
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<tr>
<td><strong>P5</strong> Research organisational issues that can occur in the change management process</td>
<td><strong>M3</strong> Assess how planning tools can assist in managing barriers to change and issues that may occur in the change management process.</td>
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<tr>
<td><strong>P6</strong> Investigate why people can be resistant to change and the issues relating to staff that can occur in the change management process.</td>
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<tr>
<td><strong>LO4</strong> Assess factors for effective and successful change</td>
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<tr>
<td><strong>P7</strong> Review the factors that can ensure effective and successful change.</td>
<td><strong>M4</strong> Analyse measures that can be taken to minimise negative impacts of change on organisational behaviour.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
apm.org Association for Project Management (General reference)
cipd.co.uk Chartered Institute of Personnel and Development (General reference)
knowhownonprofit.org Know How on Non-Profit (General reference)
ppma.org Public Sector People Managers’ Association (General reference)
york.ac.uk University of York Learning, development and organisational development Leading and managing change (Report)
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

<table>
<thead>
<tr>
<th>Unit code</th>
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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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Analyse the types of critical infrastructure and organisations involved in critical infrastructure protection</td>
<td><strong>M1</strong> Analyse the different methods used to protect different types of critical infrastructure.</td>
<td><strong>D1</strong> Critically evaluate the effectiveness of critical infrastructure protection provided by a protective service.</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the different types of critical infrastructure at a national level.</td>
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</tr>
<tr>
<td><strong>P2</strong> Review a range of protective services involved in protecting critical infrastructure.</td>
<td><strong>D2</strong> Critically evaluate the effectiveness of emergency planning methods used by protective services in a specific protective service.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the emergency planning methods for critical infrastructure protection</td>
<td><strong>M2</strong> Analyse the effectiveness of planning systems used by protective services using a range of examples.</td>
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</tr>
<tr>
<td><strong>P3</strong> Review the contemporary threats facing critical infrastructure.</td>
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<tr>
<td><strong>P4</strong> Discuss inter-agency working relationships involved in critical infrastructure protection.</td>
<td><strong>M3</strong> Justify emergency planning methods used in critical infrastructure protection.</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate command and control procedures in the management of critical infrastructure scenarios</td>
<td><strong>D3</strong> Critically evaluate the use of command control in critical infrastructure protection and the impact on protective services.</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Discuss effective command and control in a critical infrastructure scenario.</td>
<td><strong>M4</strong> Assess the impact of emerging trends on protective services.</td>
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<tr>
<td><strong>LO4</strong> Review threats to critical infrastructure.</td>
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<tr>
<td><strong>P6</strong> Examine emerging trends in critical infrastructure protection.</td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals


Websites

cipre-expo.com Critical Infrastructure Protection and Resilience Europe
(General reference)
cpnii.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

<table>
<thead>
<tr>
<th>Unit code</th>
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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:*


*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)


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.
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<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Investigate the historical context of blue light collaboration</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss examples of major incident or events that have led to the need for greater blue light collaboration.</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the rationale for tri-service collaboration</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate reports into increased blue light collaboration and the subsequent recommendations.</td>
</tr>
<tr>
<td><strong>LO3</strong> Assess the impact of legislation on blue light service collaboration</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss the legislation that places a duty on blue light services to collaborate.</td>
</tr>
<tr>
<td><strong>LO4</strong> Review examples of service collaboration.</td>
</tr>
<tr>
<td><strong>P4</strong> Investigate a range of areas for potential blue light collaboration, giving real-world examples.</td>
</tr>
<tr>
<td><strong>P5</strong> Discuss the benefits of and barriers to blue light collaboration.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Reports

Websites
- [insidegovernment.co.uk](http://insidegovernment.co.uk) Inside Government (General reference)
- [publicservicetransformation.org](http://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

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/7226</th>
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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:*
Enterance 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.
<table>
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<tr>
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<tr>
<td><strong>LO1</strong> Explore the impact of physical activity in maintaining a healthy lifestyle</td>
</tr>
<tr>
<td><strong>P1</strong> Investigate the definitions of physical activity, exercise, health and lifestyle.</td>
</tr>
<tr>
<td><strong>P2</strong> Research the associated benefits of physical activity.</td>
</tr>
<tr>
<td><strong>LO2</strong> Assess the importance of physical activity guidelines and training principles</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss physical activity guidelines and appropriate training methods.</td>
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<tr>
<td><strong>P4</strong> Illustrate the considerations of safe practices for physical activity.</td>
</tr>
<tr>
<td><strong>LO3</strong> Examine the relationship between dietary and physical activity guidelines for a healthy lifestyle</td>
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<tr>
<td><strong>P5</strong> Illustrate the concept of the energy equation and methods to achieve.</td>
</tr>
<tr>
<td><strong>P6</strong> Compare dietary strategies to manage change.</td>
</tr>
<tr>
<td><strong>LO4</strong> Design a lifestyle improvement programme for a member of the public services.</td>
</tr>
<tr>
<td><strong>P7</strong> Design a physical activity training programme for a specific individual.</td>
</tr>
<tr>
<td><strong>P8</strong> Review the strengths of the physical activity training programme.</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
</tr>
<tr>
<td><strong>M1</strong> Analyse the use of physical activity in achieving a healthy lifestyle.</td>
</tr>
<tr>
<td><strong>M2</strong> Assess how training methods can be utilised effectively to promote physical activity.</td>
</tr>
<tr>
<td><strong>M3</strong> Analyse dietary and physical activity combination to manage a healthy lifestyle.</td>
</tr>
<tr>
<td><strong>M4</strong> Justify how the programme meets the demands of a specific individual.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
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<tr>
<td><strong>LO1</strong> and <strong>LO2</strong></td>
</tr>
<tr>
<td><strong>D1</strong> Critically evaluate the use of the appropriate training approaches to benefit physical activity and lifestyle.</td>
</tr>
<tr>
<td><strong>LO3</strong> and <strong>LO4</strong></td>
</tr>
<tr>
<td><strong>D2</strong> Critically evaluate a dietary and physical activity combined approach to improve identified lifestyle factors.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

<table>
<thead>
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</table>

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

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore the legislation and Health and Safety requirements necessary when planning for an outdoor event</td>
<td><strong>M1</strong> Plan for event safety in an outdoor event.</td>
<td><strong>D1</strong> Critically evaluate Health and Safety management for outdoor events.</td>
</tr>
<tr>
<td><strong>P1</strong> Investigate the legislative requirements by which public services must abide.</td>
<td><strong>M2</strong> Carry out risk assessments/Health and Safety checks for outdoor event.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Develop marketing skills required to engage audiences for outdoor events</td>
<td><strong>M3</strong> Analyse the use of digital communication and how it can be used to promote an outdoor event.</td>
<td><strong>D2</strong> Critically evaluate the use of marketing when promoting an outdoor event.</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate the current outdoor event market.</td>
<td><strong>P3</strong> Review current trends and identify areas for improvement in outdoor events.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Plan an outdoor event with contrasting outdoor activities.</td>
<td><strong>P5</strong> Demonstrate team collaboration to manage a group in an outdoor event.</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Demonstrate the skills and responsibilities required for managing an outdoor event</td>
<td><strong>M4</strong> Perform own role independently in an outdoor event.</td>
<td><strong>D3</strong> Manage independently an outdoor event.</td>
</tr>
<tr>
<td><strong>LO4</strong> Review the outdoor event.</td>
<td><strong>M5</strong> Analyse the team's performance during the outdoor event.</td>
<td><strong>D4</strong> Critically evaluate roles and need for management in an outdoor event setting.</td>
</tr>
<tr>
<td><strong>P6</strong> Review own skills in the outdoor event carried out.</td>
<td></td>
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</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

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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

<table>
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<tr>
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<tbody>
<tr>
<td><strong>LO1 Explore cardiovascular, resistance and flexibility training methods</strong></td>
<td>P1 Investigate methods of training for cardiovascular and resistance.</td>
<td>D1 Critically evaluate methods of training for cardiovascular, resistance and flexibility.</td>
</tr>
<tr>
<td></td>
<td>P2 Investigate methods of training for flexibility.</td>
<td>M1 Analyse methods of training for cardiovascular and resistance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M2 Analyse methods of training for flexibility.</td>
</tr>
<tr>
<td><strong>LO2 Investigate the structure of a training session for a chosen public service</strong></td>
<td>P3 Discuss the structure of a warm-up for a chosen public service.</td>
<td>D2 Critically analyse the structure of a warm-up and a cool-down for a chosen public service.</td>
</tr>
<tr>
<td></td>
<td>P4 Discuss the structure of a cool-down for a chosen public service.</td>
<td>M3 Assess the structure of a warm-up and a cool-down for a chosen public service.</td>
</tr>
<tr>
<td><strong>LO3 Plan a safe and effective macrocycle programme for a chosen public service</strong></td>
<td>P5 Plan an effective macrocycle, mesocycle and microcycle for a chosen public service.</td>
<td>D3 Critically evaluate the structure of the macrocycle, mesocycle and microcycle for a chosen public service.</td>
</tr>
<tr>
<td></td>
<td>P6 Carry out a macrocycle fitness training programme for a chosen public service.</td>
<td>M4 Analyse the structure of the macrocycle, mesocycle and microcycle for a chosen public service.</td>
</tr>
<tr>
<td><strong>LO4 Review a safe and effective macrocycle programme for a chosen public service</strong></td>
<td>P7 Review the effectiveness of the macrocycle training programme for a chosen public service.</td>
<td>D4 Critically evaluate a range of suggestions for the macrocycle training programme for a chosen public service.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M5 Analyse the effectiveness of the macrocycle training programme for a chosen public service.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

<table>
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<tr>
<th>Unit code</th>
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</table>

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

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

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</table>
| **LO1** Explore current trends in the expedition market | **P1** Investigate the key elements of different types of expedition.  
**P2** Interpret the desired outcomes for different types of expedition. | **D1** Critically analyse the desired outcomes of current expeditions, offering judgments on their effectiveness.  
**M1** Compare the key elements and desired outcomes of different types of expedition. |
| **LO2** Develop an expedition plan and training programme | **P3** Illustrate the training needs, create and carry out an expedition training programme.  
**P4** Plan a multi-day expedition with support. | **D2** Using the expedition plan and training programme, undertake a self-sufficient, multi-day expedition, demonstrating advanced skills.  
**M2** Manage the creation of a plan for a multi-day expedition. |
| **LO3** Undertake multiple expeditions | **P5** Undertake a training expedition, demonstrating appropriate skills.  
**P6** Undertake a multi-day expedition, demonstrating appropriate skills. | **M3** Manage a self-sufficient, multi-day expedition, demonstrating appropriate skills. |
| **LO4** Review the planning and performance of a multi-day expedition. | **P7** Review the planning and training phase of the expedition, describing strengths and areas for development.  
**P8** Assess personal and group performance during the multi-day expedition, describing strengths and areas for development. | **D3** Critically evaluate the expedition process, offering recommendations for the future.  
**M4** Analyse the expedition process, explaining strengths and areas for development. |
Recommended resources

Textbooks

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.
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
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)
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

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<tr>
<td><strong>LO1</strong> Explore the nature of cybercrime and cyber security</td>
<td></td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong> Review types of malicious and/or criminal cyber activity.</td>
<td><strong>M1</strong> Analyse the concept of computers as ‘targets’ and ‘tools’ as related to cyber security, giving real-world examples.</td>
<td><strong>D1</strong> Critically analyse types of malicious cyber activity and the action that can be taken by individuals, businesses or governments to prevent it.</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate the potential targets of cybercrime.</td>
<td><strong>M2</strong> Assess the role of the Government in increasing cyber security.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate roles and responsibilities in relation to cyber security</td>
<td></td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P3</strong> Illustrate who has a role in and responsibilities for cyber security.</td>
<td><strong>M3</strong> Assess the future threats that could impact cyber security.</td>
<td><strong>D2</strong> Critically evaluate the responses that have been implemented by different organisations in response to cyber security threats.</td>
</tr>
<tr>
<td><strong>LO3</strong> Review the threats to, and vulnerabilities in, cyber security</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Explore the threats to, and vulnerabilities in, cyber security, giving examples.</td>
<td><strong>M4</strong> Analyse different responses to cyber security threats.</td>
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</tr>
<tr>
<td><strong>LO4</strong> Investigate the response to cyber security threats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Summarise the different organisations that can be involved in the response to cyber security threats.</td>
<td><strong>P6</strong> Investigate the types of response that have been implemented in response to cyber security threats.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
<tr>
<th>Unit code</th>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate transnational policing in the UK</td>
<td><strong>M1</strong> Assess the use and development of traditional UK policing.</td>
<td><strong>D1</strong> Critically evaluate the impact of transnational and supranational policing.</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the development of policing in the UK.</td>
<td><strong>P2</strong> Review the rise of transnational policing in the UK.</td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>LO2</strong> Assess the significance of supranational policing from a UK and international perspective</td>
<td><strong>P3</strong> Investigate the concept and model framework of supranational policing with reference to case studies.</td>
<td><strong>M2</strong> Analyse the impact of supranational policing on international crime with reference to case studies and academic research.</td>
</tr>
<tr>
<td><strong>P4</strong> Investigate the role of agencies and law in the effectiveness of supranational policing.</td>
<td><strong>LO3</strong> Investigate how community policing has been adopted by police forces internationally</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>LO3 and LO4</strong></td>
<td><strong>P5</strong> Compare the use of community policing across international police forces.</td>
<td><strong>D2</strong> Critically evaluate how contemporary international policing models have developed and are adopted around the world.</td>
</tr>
<tr>
<td><strong>LO4</strong> Review the contemporary policing models used internationally.</td>
<td><strong>P6</strong> Justify the use of contemporary policing models internationally.</td>
<td><strong>M3</strong> Analyse comparative policing models with reference to relevant theory.</td>
</tr>
<tr>
<td></td>
<td><strong>M4</strong> Assess the impact of ethical practice on contemporary international policing models.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


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

<table>
<thead>
<tr>
<th>Unit code</th>
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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.
<table>
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<th>Learning Outcomes and Assessment Criteria</th>
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<tr>
<td><strong>LO1</strong> Explore different coaching methods, exploring current models used in the public sector</td>
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<tr>
<td><strong>LO2</strong> Assess different methods of training within the public sector</td>
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</tbody>
</table>
Recommended resources

Textbooks


Journals


Websites

cipd.co.uk Chartered Institute of Personnel and Development
(General reference)

gementoring.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

<table>
<thead>
<tr>
<th>Unit code</th>
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<tbody>
<tr>
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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
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.
<table>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Explore organisations involved in aviation and maritime protection</td>
</tr>
<tr>
<td><strong>P1</strong></td>
</tr>
<tr>
<td><strong>LO2</strong> Assess contemporary threats faced in the aviation and maritime protection sector</td>
</tr>
<tr>
<td><strong>LO3</strong> Review the methods of maintaining security in aviation and maritime protection</td>
</tr>
<tr>
<td><strong>LO4</strong> Conduct a security search in a simulated environment</td>
</tr>
<tr>
<td><strong>P6</strong></td>
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<td><strong>P7</strong></td>
</tr>
</tbody>
</table>

Pearson BTEC Levels 4 and 5 Higher Nationals in Public Services Specification – Issue 2 – April 2020 © Pearson Education Limited 2020
Recommended resources

Textbooks

Journals

Websites
asi-mag.com Aviation Security International
(nGeneral reference)
nato.int North Atlantic Treaty Organisation
(nGeneral reference)
rand.org RAND Corporation
Maritime Piracy
(nGeneral reference)
un.org United Nations
Security Council
(nGeneral 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

<table>
<thead>
<tr>
<th>Unit code</th>
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</table>

**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

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<thead>
<tr>
<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore the construction of social structures in society with reference to key sociological theories and thinkers</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> 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.</td>
</tr>
<tr>
<td><strong>P1</strong> Investigate the construction of social structures in society and their relationship with agency.</td>
<td><strong>M1</strong> Assess the contribution of key thinkers to social structures in society with reference to theory.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Illustrate the tensions between structure and agency with reference to key influences on the construction of social structures.</td>
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</tr>
<tr>
<td><strong>LO2</strong> Explore the development of individuals and groups and their relevance to public services and contemporary society</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Review the key factors that influence the development of individuals in society, including key theories of socialisation.</td>
<td><strong>M2</strong> Analyse the key factors that influence the development of groups in society with reference to key thinkers.</td>
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</tr>
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</tr>
<tr>
<td><strong>LO3</strong> Identify the structures of society and the influences on individuals and groups in times of societal change</td>
<td><strong>LO3 and LO4</strong> D2 Critically evaluate the relationship between structural influences and changes in society with reference to contemporary issues and the impact on public services.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Demonstrate how political, social and economic constructs can be used to categorise society.</td>
<td><strong>M3</strong> Analyse the implications of changes in society for public services.</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Review how current trends in societal change might shape social expectations with reference to cultural values and beliefs in society.</td>
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</tr>
<tr>
<td><strong>LO4</strong> Review the impact of contemporary issues on the public services.</td>
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</tr>
<tr>
<td><strong>P6</strong> Review a range of contemporary issues in society and how they impact upon at least one public service.</td>
<td><strong>M4</strong> Analyse the impact of a range of contemporary issues on at least two public services.</td>
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</tr>
</tbody>
</table>
Recommended resources

Textbooks

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
Youth Offender Institutions
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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore the development of youth offending as a public service issue and concept</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> Critically analyse the factors that contribute to youth offending and their impact on a specific public service.</td>
</tr>
<tr>
<td><strong>P1</strong> Review the evidence base that guides the development of governmental policies and initiatives in youth offending.</td>
<td><strong>M1</strong> Assess the impact of youth offending on a range of public services.</td>
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<tr>
<td><strong>P2</strong> Illustrate a range of theories of youth offending with reference to key thinkers.</td>
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<tr>
<td><strong>LO2</strong> Assess the factors that contribute to youth offending in modern society</td>
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<tr>
<td><strong>P3</strong> Investigate possible risk factors that contribute to youth offending.</td>
<td><strong>M2</strong> Analyse the factors that academic research suggests contribute to youth offending in contemporary society.</td>
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<tr>
<td><strong>P4</strong> Discuss the research into suggested protective factors against youth offending.</td>
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<tr>
<td><strong>LO3</strong> Examine the response to youth offending and the future directions of youth justice</td>
<td><strong>M3</strong> Analyse the impact of responses to youth offending on public services, communities and individuals.</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Discuss the youth justice system.</td>
<td><strong>M4</strong> Analyse the impact of third sector agencies and public services working together to reduce re-offending through preventative and rehabilitative strategies.</td>
<td><strong>D2</strong> Critically evaluate directions and collaboration for dealing with youth offending by public services organisations.</td>
</tr>
<tr>
<td><strong>P6</strong> Investigate the development of responses to youth offending by the public services.</td>
<td><strong>P7</strong> Discuss the role of third sector agencies in the prevention and rehabilitation of youth offending.</td>
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<tr>
<td><strong>LO4</strong> Investigate how third sector agencies work together with public services to reduce youth re-offending through preventative and rehabilitative strategies.</td>
<td><strong>P8</strong> Investigate the policy and legislative implications for public services having a multi-agency approach to reducing youth offending.</td>
<td></td>
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</tbody>
</table>
**Recommended resources**

**Textbooks**


**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

<table>
<thead>
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</table>

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.
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Pass</strong></td>
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<tr>
<td><strong>LO1</strong> Investigate the techniques that \</td>
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<td>are used to assist in the identification</td>
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<td>of offenders</td>
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<tr>
<td><strong>P1</strong> Illustrate the different methods</td>
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<td>of offender profiling.</td>
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<td><strong>P2</strong> Investigate the techniques of case</td>
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<td>linkage and comparative case analysis</td>
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<td>used to assist in the identification of</td>
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<td>offenders.</td>
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<tr>
<td><strong>LO2</strong> Explore how psychology applies to</td>
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<td>eyewitness memory and the retrieval of</td>
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<tr>
<td>memories</td>
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<tr>
<td><strong>P3</strong> Research the stages of memory.</td>
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<td><strong>P4</strong> Discuss the factors that influence</td>
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<td>the accuracy of eye witness memory at</td>
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<td>each of the three stages.</td>
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<tr>
<td><strong>LO3</strong> Assess the application of</td>
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<tr>
<td>psychology in the management and</td>
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<tr>
<td>treatment of offenders</td>
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<tr>
<td><strong>P5</strong> Illustrate the methods for</td>
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<tr>
<td>assessing offenders to determine</td>
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<tr>
<td>appropriate management and treatment.</td>
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<tr>
<td><strong>P6</strong> Discuss the sentencing options</td>
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<tr>
<td>and programmes available for dealing</td>
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<td>with offenders.</td>
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<tr>
<td><strong>Merit</strong></td>
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<tr>
<td><strong>M1</strong> Analyse how offender profiling</td>
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<tr>
<td>and case linkage are used to assist in</td>
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<tr>
<td>the identification of offenders.</td>
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<tr>
<td><strong>M2</strong> Assess how victims and witnesses</td>
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<tr>
<td>are supported in retrieving memories</td>
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<td>through effective questioning.</td>
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<td><strong>M3</strong> Assess the ‘What Works’ debate,</td>
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<td>considering the evidence for effective</td>
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<td>community-and prison-based programmes</td>
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<td>aimed at reducing reoffending.</td>
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<td><strong>Distinction</strong></td>
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<tr>
<td><strong>D1</strong> Critically evaluate the usefulness</td>
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<tr>
<td>and accuracy of offender profiling and</td>
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<tr>
<td>case linkage in identifying offenders.</td>
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<td><strong>D2</strong> Critically evaluate the most</td>
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<td>effective methods of questioning victims</td>
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<td>and witnesses to ensure accurate</td>
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<td>retrieval.</td>
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<td><strong>D3</strong> Critically evaluate the</td>
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<tr>
<td>effectiveness of accredited programmes</td>
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<td>aimed at reducing reoffending.</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
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**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

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

<table>
<thead>
<tr>
<th>Pass</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Explore the nature of offender management</td>
<td></td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong> Discuss theories of punishment and the purpose of sentencing.</td>
<td><strong>M1</strong> Assess examples of partnership working to manage offenders.</td>
<td><strong>D1</strong> Critically evaluate the effectiveness of offender management in the community.</td>
</tr>
<tr>
<td><strong>P2</strong> Investigate a range of organisations involved in offender management.</td>
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<tr>
<td><strong>LO2</strong> Investigate the management of offenders in the community</td>
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<tr>
<td><strong>P3</strong> Illustrate the community sentences that can be imposed by a court.</td>
<td><strong>M2</strong> Analyse the role of organisations managing offenders in the community.</td>
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<tr>
<td><strong>P4</strong> Investigate the organisations that are involved in the community management of offenders.</td>
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<tr>
<td><strong>LO3</strong> Explore the custodial management of offenders</td>
<td></td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Discuss the purpose of imprisonment.</td>
<td><strong>M3</strong> Assess the importance of sentence planning.</td>
<td><strong>D2</strong> Critically evaluate the management of offenders in custody and the effectiveness of offender management.</td>
</tr>
<tr>
<td><strong>P6</strong> Research the types of prison and custodial sentence.</td>
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<tr>
<td><strong>LO4</strong> Review the effectiveness of offender management</td>
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<tr>
<td><strong>P7</strong> Interpret data on reoffending after community and custodial sentences.</td>
<td><strong>M4</strong> Analyse data and case studies and make inferences about the effectiveness of offender management.</td>
<td></td>
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</tbody>
</table>
Recommended resources

Textbooks


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

<table>
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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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explore the role of HR within the public services</td>
<td><strong>P1</strong> 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.</td>
<td><strong>LO1</strong> and <strong>LO2</strong></td>
</tr>
<tr>
<td><strong>M1</strong> Analyse the importance of HR in the public sector.</td>
<td><strong>D1</strong> Critically evaluate the role of HR in recruiting and developing effective teams in the public sector.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the need to develop motivated, knowledgeable and experienced individuals and teams in the public services</td>
<td><strong>P2</strong> Interpret the different approaches and techniques used within the public sector for attracting, maintaining, developing and rewarding a skilled and dedicated workforce.</td>
<td><strong>M2</strong> Analyse different approaches and techniques to motivation, human capital and knowledge management.</td>
</tr>
<tr>
<td><strong>M3</strong> Analyse the challenges faced by public sector organisations with regard to organisational design and sustainable performance.</td>
<td><strong>LO3</strong> and <strong>LO4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Assess the importance of organisational design to the delivery of sustainable performance</td>
<td><strong>P3</strong> Research the concept and theories of organisational design.</td>
<td><strong>D2</strong> Critically evaluate the relationship between organisational design and change management within the public sector.</td>
</tr>
<tr>
<td><strong>P4</strong> Interpret how organisational design impacts on delivery and performance.</td>
<td><strong>M3</strong> Analyse the challenges faced by public sector organisations with regard to organisational design and sustainable performance.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Review the relationship between organisational design and change management</td>
<td><strong>P5</strong> Review theories of change management.</td>
<td><strong>M4</strong> Analyse change management within the public sector and how change management and organisational design can be implemented to ensure organisational success.</td>
</tr>
<tr>
<td><strong>P6</strong> Research how a particular public service has responded to change over the past ten years.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
<tr>
<th>Unit code</th>
<th>L/616/7247</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Analyse labour market trends and appropriate legal requirements which influence workforce planning within the public sector</td>
<td><strong>LO1 and LO2</strong> D1 Critically evaluate the impact of labour market trends and skills requirements on workforce planning.</td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong> Review current labour market trends that influence talent management and workforce planning within the public services.</td>
<td><strong>M1</strong> Analyse the influences of labour market trends and legal requirements on the workforce planning of a specific public services organisation.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Illustrate the different types of legal requirements a public services organisation must take into account when workforce planning.</td>
<td><strong>M2</strong> Analyse the impact of current and anticipated skills requirements in response to identified labour market trends and legal requirements for public services organisations.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Illustrate current and anticipated skills requirements in the public sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
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</tr>
<tr>
<td><strong>LO3</strong> Apply the appropriate documents and processes which contribute to effective recruitment and selection within the public sector</td>
<td></td>
<td><strong>D2</strong> Critically evaluate the recruitment and selection process within a selected public service organisation.</td>
</tr>
<tr>
<td><strong>P4</strong> Research examples of job description and person specification documents for effective recruitment and selection within a selected public service organisation.</td>
<td><strong>M3</strong> Analyse different effective processes and methods of recruitment and selection and how they are managed for talent resourcing within the public services.</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Apply different recruitment and selection methods for effective talent resourcing and planning within a selected public service organisation.</td>
<td></td>
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</tr>
<tr>
<td><strong>LO4</strong> Evaluate how to manage the human resource life-cycle within the context of HR strategy within public sector organisations</td>
<td></td>
<td><strong>D3</strong> Critically evaluate how the stages of the HR life cycle can be applied separately and integrated to support strategic talent management.</td>
</tr>
<tr>
<td><strong>P6</strong> Investigate HR life cycle applied to specific HR contexts within public services organisations.</td>
<td><strong>M4</strong> Assess the importance of the HR life cycle in relation to strategic talent management.</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Discuss how stages of the HR life cycle are integrated within organisational HR strategy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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

<table>
<thead>
<tr>
<th>Unit code</th>
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</tr>
<tr>
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<td>15</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Investigate a range of viable work experience opportunities</td>
<td></td>
<td><strong>D1</strong> Critically evaluate the range of placements identified and justify preferences.</td>
</tr>
<tr>
<td><strong>P1</strong> Review a range of work experience opportunities that would develop understanding of work within the public sector.</td>
<td><strong>M1</strong> Analyse a diverse range of viable work experience opportunities to demonstrate a broad understanding of the public sector workplace.</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Assess the requirements for a variety of job roles in the public sector.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Illustrate the specific requirements and potential opportunities of a placement</td>
<td></td>
<td><strong>D2</strong> Critically evaluate the potential impact on own personal growth and empowerment gained from a specific placement.</td>
</tr>
<tr>
<td><strong>P3</strong> Describe the specific requirements of undertaking an identified placement.</td>
<td><strong>M2</strong> Justify the value of a specific placement and the experience gained against current skill set and experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Identify the potential opportunities for exposure to learning and skill development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Undertake a work experience placement within the public sector</td>
<td><strong>LO3 and LO4</strong></td>
<td><strong>D3</strong> Critically analyse own placement, utilising a reflective account of own experiences.</td>
</tr>
<tr>
<td><strong>P5</strong> Undertake a placement with clearly identified and agreed practices and outcomes within the public sector.</td>
<td><strong>M3</strong> Demonstrate a professional and effective approach to the work experience placement, displaying effective use of systems and procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Review performance and learning following a placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Record performance and learning via a learning and experience log, demonstrating progress against initially agreed outcomes.</td>
<td><strong>M4</strong> Analyse the learning that has taken place and discuss actions for own future development for the workplace.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Analyse            | Present the outcome of methodical and detailed examination either:  
    - 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.  
    Analysis can be through activity, practice, written or verbal presentation.               |
| Apply              | Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.                                                                                                             |
| 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            | 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.  
    This is used to show depth of knowledge through selection of characteristics.        |
<p>| Compose            | Create or make up or form.                                                                                                                                                                                 |
| Communicate        | Convey ideas or information to others. Create/construct skills to make or do something, for example a display or set of accounts.                                                                         |
| 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.                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show knowledge and understanding.</td>
</tr>
<tr>
<td>Design</td>
<td>Plan and present ideas to show the layout/function/workings/object/system/process.</td>
</tr>
<tr>
<td>Develop</td>
<td>Grow or progress a plan, ideas, skills and understanding</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Recognise or determine what makes something different.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give an account that addresses a range of ideas and arguments.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Work draws on varied information, themes or concepts to consider aspects, such as:</td>
</tr>
<tr>
<td></td>
<td>● strengths or weaknesses</td>
</tr>
<tr>
<td></td>
<td>● advantages or disadvantages</td>
</tr>
<tr>
<td></td>
<td>● alternative actions</td>
</tr>
<tr>
<td></td>
<td>● relevance or significance.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Explain</td>
<td>To give an account of the purposes or reasons.</td>
</tr>
<tr>
<td>Explore</td>
<td>Skills and/or knowledge involving practical research or testing.</td>
</tr>
<tr>
<td>Identify</td>
<td>Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear by using examples or provide diagrams.</td>
</tr>
<tr>
<td>Indicate</td>
<td>Point out, show.</td>
</tr>
<tr>
<td>Interpret</td>
<td>State the meaning, purpose or qualities of something through the use of images, words or other expression.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Conduct an inquiry or study into something to discover and examine facts and information.</td>
</tr>
<tr>
<td>Justify</td>
<td>Students give reasons or evidence to:</td>
</tr>
<tr>
<td></td>
<td>● support an opinion</td>
</tr>
<tr>
<td></td>
<td>● prove something is right or reasonable.</td>
</tr>
<tr>
<td>Outline</td>
<td>Set out the main points/characteristics.</td>
</tr>
<tr>
<td>Plan</td>
<td>Consider, set out and communicate what is to be done.</td>
</tr>
<tr>
<td>Produce</td>
<td>To bring into existence.</td>
</tr>
<tr>
<td>Reconstruct</td>
<td>To assemble again/reorganise/form an impression.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Report</td>
<td>Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.</td>
</tr>
<tr>
<td>Review</td>
<td>Make a formal assessment of work produced. The assessment allows students to:</td>
</tr>
<tr>
<td></td>
<td>• appraise existing information or prior events</td>
</tr>
<tr>
<td></td>
<td>• reconsider information with the intention of making changes, if necessary.</td>
</tr>
<tr>
<td>Show how</td>
<td>Demonstrate the application of certain methods/theories/concepts.</td>
</tr>
<tr>
<td>Stage and manage</td>
<td>Organisation and management skills, for example, running an event or a Sport pitch.</td>
</tr>
<tr>
<td>State</td>
<td>Express.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.</td>
</tr>
<tr>
<td>Undertake/carry out</td>
<td>Use a range of skills to perform a task, research or activity.</td>
</tr>
</tbody>
</table>
This is a key summary of the types of evidence used for BTEC Higher Nationals:

<table>
<thead>
<tr>
<th>Type of evidence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>A specific example to which all students must select and apply knowledge.</td>
</tr>
<tr>
<td>Project</td>
<td>A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.</td>
</tr>
<tr>
<td>Independent research</td>
<td>An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.</td>
</tr>
<tr>
<td>Written task or report</td>
<td>Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.</td>
</tr>
<tr>
<td>Simulated activity/role play</td>
<td>A multi-faceted activity mimicking realistic work situations.</td>
</tr>
<tr>
<td>Team task</td>
<td>Students work together to show skills in defining and structuring activity as a team.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Oral or through demonstration.</td>
</tr>
<tr>
<td>Production of plan/business plan</td>
<td>Students produce a plan as an outcome related to a given or limited task.</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>Completion of a journal from work experience, detailing skills acquired for employability.</td>
</tr>
<tr>
<td>Poster/leaflet</td>
<td>Documents providing well-presented information for a given purpose.</td>
</tr>
</tbody>
</table>
### Appendix 2: Assessment methods and techniques for Higher Nationals

<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic graphic display</td>
<td>This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.</td>
<td>Creativity</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written communication</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information and communications</td>
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<td></td>
<td></td>
<td>Technology</td>
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<td></td>
<td></td>
<td>Literacy</td>
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</tr>
<tr>
<td>Case study</td>
<td>This technique present students with a specific example to which they must select and apply knowledge.</td>
<td>Reasoning</td>
<td>Formative</td>
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<tr>
<td></td>
<td></td>
<td>Critical thinking</td>
<td>Summative</td>
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<tr>
<td></td>
<td></td>
<td>Analysis</td>
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</tr>
<tr>
<td>Discussion forum</td>
<td>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.</td>
<td>Oral/written communication</td>
<td>Formative</td>
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<tr>
<td></td>
<td></td>
<td>Appreciation of diversity</td>
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<td></td>
<td></td>
<td>Critical thinking and reasoning</td>
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<td></td>
<td></td>
<td>Argumentation</td>
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<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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</tr>
<tr>
<td>Independent research</td>
<td>This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.</td>
<td>Information and communications technology, Literacy, Analysis</td>
<td>Formative</td>
</tr>
<tr>
<td>Oral/Viva</td>
<td>This technique asks students to display their knowledge of the subject via questioning.</td>
<td>Oral communication, Critical thinking, Reasoning</td>
<td>Summative</td>
</tr>
<tr>
<td>Peer review</td>
<td>This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.</td>
<td>Teamwork, Collaboration, Negotiation</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Presentation</td>
<td>This technique asks students to deliver a project orally or through demonstration.</td>
<td>Oral communication, Critical thinking, Reasoning, Creativity</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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<tr>
<td>Production of an artefact/performance or portfolio</td>
<td>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.</td>
<td>Creativity, Interpretation, Written and oral communication, Interpretation, Decision-making, Initiative, Information and Communications, Technology, Literacy, etc.</td>
<td>Summative</td>
</tr>
<tr>
<td>Project</td>
<td>This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.</td>
<td>Written communication, Information, Literacy, Creativity, Initiative.</td>
<td>Summative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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<tr>
<td>Role playing</td>
<td>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.</td>
<td>Written and oral communication</td>
<td>Formative</td>
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<td></td>
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<td>Leadership</td>
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<td>Information literacy</td>
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<td></td>
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<td>Creativity</td>
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<td></td>
<td></td>
<td>Initiative</td>
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<tr>
<td>Self-reflection</td>
<td>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.</td>
<td>Self-reflection</td>
<td>Summative</td>
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<td></td>
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<td>Written communication</td>
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<td>Initiative</td>
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<td>Decision-making</td>
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<td>Critical thinking</td>
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<tr>
<td>Simulated activity</td>
<td>This technique is a multi-faceted activity based on realistic work situations.</td>
<td>Self-reflection</td>
<td>Formative</td>
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<td></td>
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<td>Written communication</td>
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<td>Critical thinking</td>
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<td>Assessment technique</td>
<td>Description</td>
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<td>Formative or Summative</td>
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<tr>
<td>Team assessment</td>
<td>This technique asks students to work together to show skills in defining and structuring an activity as a team. 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.</td>
<td>Collaboration, Teamwork, Leadership, Negotiation, Written and oral communication</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Tiered knowledge</td>
<td>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.</td>
<td>Critical thinking, Analysis, Interpretation, Decision-making, Oral and written communication</td>
<td>Formative</td>
</tr>
<tr>
<td>Time constrained assessment</td>
<td>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</td>
<td>Reasoning, Analysis, Written communication, Critical thinking, Interpretation</td>
<td>Summative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or Summative</td>
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</tr>
<tr>
<td>Top ten</td>
<td>This technique asks students to create a ‘top ten’ list of key concepts presented in the assigned reading list.</td>
<td>Teamwork, Creativity, Analysis, Collaboration</td>
<td>Formative</td>
</tr>
<tr>
<td>Written task or report</td>
<td>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.</td>
<td>Reasoning, Analysis, Written communication, Critical thinking, interpretation.</td>
<td>Summative</td>
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Appendix 3: Mapping of HND in Public Services against FHEQ Level 5

<table>
<thead>
<tr>
<th>Key</th>
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<tbody>
<tr>
<td>KU</td>
<td>Knowledge and Understanding</td>
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<tr>
<td>CS</td>
<td>Cognitive Skills</td>
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<tr>
<td>AS</td>
<td>Applied Skills</td>
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<tr>
<td>TS</td>
<td>Transferable Skills</td>
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</tbody>
</table>

The qualification will be awarded to students who have demonstrated:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Public Services HND Programme Outcome</th>
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<tbody>
<tr>
<td>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</td>
<td>Knowledge and understanding of the fundamental principles and practices of contemporary public services.</td>
</tr>
<tr>
<td>KU1</td>
<td>Knowledge and understanding of the public services environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.</td>
</tr>
<tr>
<td>KU2</td>
<td>Understanding and insight into different public service practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.</td>
</tr>
<tr>
<td>KU3</td>
<td>A critical understanding of the ethical, legal, professional and operational frameworks within which public services organisations operate.</td>
</tr>
<tr>
<td>KU4</td>
<td>A critical understanding of the processes, procedures and practices for effective management of products, services and people.</td>
</tr>
<tr>
<td>KU5</td>
<td>A critical understanding of the evolving concepts, theories and models within the study of public services across a range of practical and hypothetical scenarios.</td>
</tr>
<tr>
<td>KU6</td>
<td>An ability to evaluate and analyse a range of concepts, theories and models to make appropriate public services decisions.</td>
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<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Public Services HND Programme Outcome</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>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</td>
<td>CS1 Apply knowledge and understanding of essential concepts, principles and models within the contemporary public services sector.</td>
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<td></td>
<td>AS1 Evidence the ability to show relationship management and develop appropriate policies and strategies to meet stakeholder expectations.</td>
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<td>AS2 Apply innovative ideas to develop and create new products or services that respond to the changing nature of the public services sector.</td>
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<td>AS3 Integrate theory and practice through the investigation and examination of practices in the workplace.</td>
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<td></td>
<td>AS4 Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations.</td>
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<td></td>
<td>CS2 Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successful meet objectives.</td>
</tr>
<tr>
<td>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</td>
<td>CS3 Critically evaluate current principles of the public services sector and their application to problem solving.</td>
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<td></td>
<td>CS4 Apply project management tools/techniques for reporting and planning, control and problem solving.</td>
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<td></td>
<td>KU9 Knowledge and understanding of how the key aspects of public services influence the development of people and businesses.</td>
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<td></td>
<td>CS5 Critique a range of public services systems and operations and their application to maximise and successfully meet strategic objectives.</td>
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<td></td>
<td>KU10 An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Public Services HND Programme Outcome</td>
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</tr>
<tr>
<td>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge</td>
<td>TS1  Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific public service context.</td>
</tr>
<tr>
<td></td>
<td>TS2  Self-reflection, including self-awareness; the ability to become an effective independent student and appreciate the value of the self-reflection process.</td>
</tr>
</tbody>
</table>
Typically, holders of the qualification will be able to:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Public Services HND Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</td>
<td>TS3  Competently use digital literacy to access a broad range of research sources, data and information.</td>
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<td></td>
<td>CS5  Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision making.</td>
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<tr>
<td></td>
<td>CS7  Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world public services scenarios.</td>
</tr>
<tr>
<td>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</td>
<td>TS4  Communicate confidently and effectively, both orally and in writing, both internally and externally, with professionals and other stakeholders within the public sector.</td>
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<tr>
<td></td>
<td>TS5  Communicate ideas and arguments in an innovative manner using a range of media.</td>
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<td></td>
<td>AS5  Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.</td>
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<tr>
<td></td>
<td>TS6  Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade present, pitch and negotiate.</td>
</tr>
<tr>
<td>Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations</td>
<td>TS7  Identify personal and professional goals for continuing professional development to enhance competence to practise within a chosen public services field.</td>
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<td></td>
<td>TS8  Take advantage of available pathways for continuing professional development through higher education and professional body qualifications.</td>
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</table>
Holders will also have:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Public Services HND Programme Outcomes</th>
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<tbody>
<tr>
<td>The qualities and</td>
<td>TS9  Develop a range of skills to</td>
</tr>
<tr>
<td>transferable skills</td>
<td>work effectively, independent</td>
</tr>
<tr>
<td>necessary for employment</td>
<td>initiatives, organisational</td>
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<tr>
<td>requiring the exercise</td>
<td>competence and problem-solving</td>
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<tr>
<td>of personal responsibility</td>
<td></td>
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<tr>
<td>and decision making</td>
<td>strategies.</td>
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<td>TS10  Reflect adaptability and</td>
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<td></td>
<td>flexibility in approach to public</td>
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<td>services, showing resilience under</td>
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<td>pressure and meeting challenging</td>
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<td>targets within given deadlines.</td>
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<td>TS11  Use quantitative skills to</td>
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<td>manipulate data, evaluate and verify</td>
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<td></td>
<td>existing theory.</td>
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<td>CS8  Evaluate the changing needs of</td>
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<td>the public services sector and have</td>
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<td>confidence to self-evaluate and</td>
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<td></td>
<td>undertake additional continued</td>
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<td>professional development as necessary.</td>
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<td>TS12  Emotional intelligence and</td>
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<td>sensitivity to diversity in relation</td>
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<td>to people and cultures.</td>
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</table>
## Appendix 4: Transferable and sector-specific skills mapping

### Level 4 Higher National Certificate in Public Services: mapping of transferable employability and academic study skills

<table>
<thead>
<tr>
<th>Skill set</th>
<th>Cognitive skills</th>
<th>Intra-personal Skills</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Problem solving</td>
<td>Critical thinking/</td>
<td>Plan/ prioritise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td>Self-management</td>
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<tr>
<td></td>
<td>Decision making</td>
<td>Effective communication</td>
<td>Independent learning</td>
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<tr>
<td></td>
<td></td>
<td>Digital literacy</td>
<td>Self-reflection</td>
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<td></td>
<td></td>
<td>Numeracy</td>
<td>Team work</td>
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<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td>Leadership</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural awareness</td>
</tr>
</tbody>
</table>

### Unit 1
- Problem solving: x, x, x, x, x, x, x, x
- Critical thinking/Analysis: x, x, x, x, x, x, x, x
- Decision making: x, x, x, x, x, x, x, x
- Effective communication: x, x, x, x, x, x, x, x
- Digital literacy: x, x, x, x, x, x, x, x
- Numeracy: x, x, x, x, x, x, x, x
- Creativity: x, x, x, x, x, x, x, x
- Plan/prioritise: x, x, x, x, x, x, x, x
- Self-management: x, x, x, x, x, x, x, x
- Independent learning: x, x, x, x, x, x, x, x
- Self-reflection: x, x, x, x, x, x, x, x
- Team work: x, x, x, x, x, x, x, x
- Leadership: x, x, x, x, x, x, x, x
- Cultural awareness: x, x, x, x, x, x, x, x
<table>
<thead>
<tr>
<th>Skill set</th>
<th>Cognitive skills</th>
<th>Intra-personal Skills</th>
<th>Interpersonal Skills</th>
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</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Problem solving</td>
<td>Critical thinking/</td>
<td>Plan/prioritise</td>
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<td></td>
<td>Analysis</td>
<td>Self-management</td>
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<td>Decision making</td>
<td>Independent</td>
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<td>Effective communication</td>
<td>learning</td>
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<td>Digital literacy</td>
<td>Self-reflection</td>
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<td>Numeracy</td>
<td>Team work</td>
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<td>Creativity</td>
<td>Leadership</td>
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</table>
Level 5 Higher National Diploma in Public Services: mapping of transferable employability and academic study skills

<table>
<thead>
<tr>
<th>Skill set</th>
<th>Cognitive skills</th>
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<th>Intra-personal skills</th>
<th>Interpersonal skills</th>
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<tbody>
<tr>
<td></td>
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<td>Plan/ prioritise</td>
<td>Self-management</td>
</tr>
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<td>Unit</td>
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<td>Critical thinking/ Analysis</td>
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## Appendix 5: HNC/HND in Public Services Programme Outcomes for Students

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