Higher Nationals

Public Services

Specification

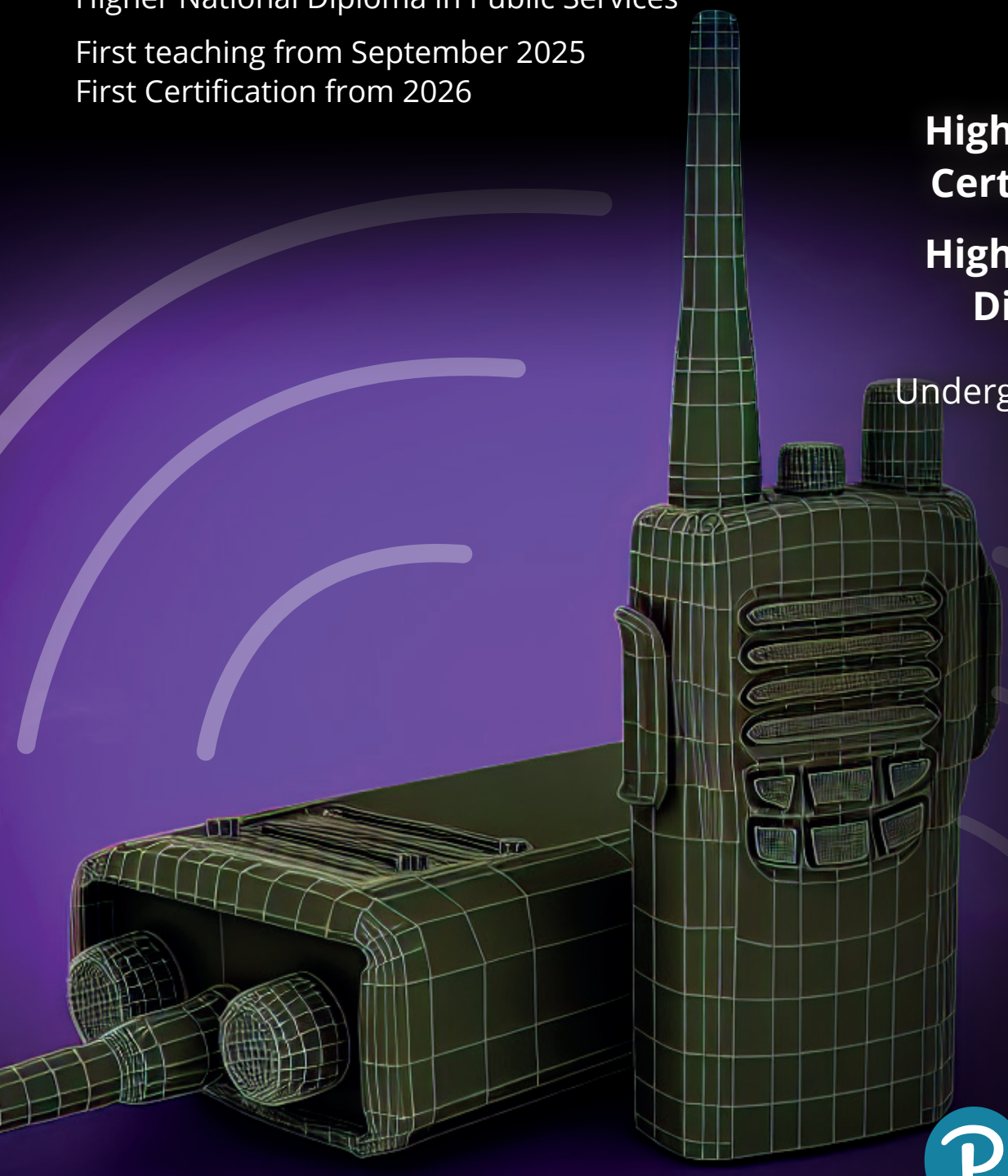
For use with the Higher National Certificate and Higher National Diploma in Public Services

First teaching from September 2025
First Certification from 2026

Higher National Certificate Lvl 4

Higher National Diploma Lvl 5

Undergraduate Level Qualifications



Pearson BTEC

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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

All information in this specification is correct at time of publication.

HN000013

All the material in this publication is copyright
© Pearson Education Limited 2025

Contents

1.0 Introduction 7

1.1 Qualifications indicated 'for England' 7

1.2 Qualifications not indicated 'for England' 7

1.3 The student voice 8

1.4 Why choose Pearson BTEC Higher Nationals? 8

1.5 HN Global 9

1.6 Qualification titles 9

1.6.1 Pearson BTEC Level 4 Higher National Certificate in Public Services 9

1.6.2 Pearson BTEC Level 5 Higher National Diploma in Public Services 9

1.7 Qualification codes 9

1.8 Awarding organisation 9

1.9 Key features 9

1.10 Qualification frameworks 10

1.11 Collaborative development 11

2.0 Programming purpose and objectives 12

2.1 Purpose 12

2.2 Objectives 12

2.3 Aims of the Level 4 Higher National Certificate in Public Services 12

2.4 Aims of the Level 5 Higher National Diploma in Public Services 13

2.5 Developing students' employability skills and academic study skills 14

2.5.1 Use of maths and English within the curriculum 15

2.6 What could these qualifications lead to? 16

2.6.1 Progression to university 16

2.6.2 University recognition and articulations 17

3.0 Preparing students for employment 18

3.1 Designing with employers, for employers 18

3.1.1 Employability skills and competencies for student career success 19

3.1.2 Developing competencies for the workplace 21

4.0 Centre support 22

4.1 Specification 22

4.2 HN Global 22

4.3 Authorised Assignment Briefs 23
4.4 Pearson English 23
5.0 Planning your programme 24
5.1 Delivering Higher Nationals 24
5.1.1 Centre approval 24
5.1.2 Tutor knowledge 25
5.1.3 Resources 25
5.1.4 Delivering learning 25
5.1.5 Support from Pearson 25
5.2 Entry requirements and admissions 26
5.2.1 English language requirements 26
5.3 Access to study 27
5.4 Student registration and entry 27
5.5 Access to assessments 28
5.6 Administrative arrangements for internal assessment 28
5.6.1 Records 28
5.6.2 Reasonable adjustments to assessment 29
5.6.3 Special consideration 29
5.6.4 Appeals against assessment 29
5.7 Dealing with malpractice in assessment 30
5.7.1 Student malpractice 31
5.7.2 Tutor and centre malpractice 31
5.7.3 Sanctions and appeals 31
6.0 Programme structure 33
6.1 Units, credits and Total Qualification Time (TQT) 33
6.1.1 Guided learning hours 34
6.1.2 Independent learning hours 34
6.2 Programme structures 35
6.2.2 Pearson BTEC Level 4 Higher National Certificate in Public Services 35
6.2.2.1 Pearson BTEC Level 4 Higher National Certificate in Public Services (General) 36
6.2.2.2 Pearson BTEC Level 4 Higher National Certificate in Public Services (Criminology) 38
6.2.2.3 Pearson BTEC Level 4 Higher National Certificate in Public Services (Emergency Services) 40
6.2.2.4 Pearson BTEC Level 4 Higher National Certificate in Public Services (Policing) 42

6.2.3 Pearson BTEC Level 5 Higher National Diploma in Public Services 44
6.2.3.1 Pearson BTEC Level 5 Higher National Diploma in Public Services (General) 44
6.2.3.2 Pearson BTEC Level 5 Higher National Diploma in Public Services (Criminology) 49
6.2.3.3 Pearson BTEC Level 5 Higher National Diploma in Public Services (Emergency Services) 52
6.2.3.4 Pearson BTEC Level 5 Higher National Diploma in Public Services (Policing) 56
6.2.4 Meeting local needs 60
6.2.5 Commissioning new units for Pearson BTEC Higher Nationals 61
6.3 Pearson-set units 61
6.4 Unit descriptor example 62
6.4.1 Web resources − referencing 63
7.0 Assessment 64
7.1 Principles of internal assessment 64
7.1.1 Assessment through assignments 65
7.1.2 Using unit-based criteria 65
7.1.3 The assessment team 66
7.1.4 Effective organisation 66
7.1.5 Preparing students 67
7.2 Formative assessment and feedback 68
7.2.1 Frequency and timing of formative assessment 68
7.2.2 Formative feedback 69
7.3 Making valid assessment decisions 70
7.3.1 Authentic student work 70
7.3.2 Making assessment decisions using criteria 70
7.3.3 Dealing with late assignments 70
7.3.4 Providing assessment decisions and feedback 71
7.3.5 The opportunity to resubmit an assignment 71
7.3.6 Repeat units 72
7.3.7 Assessment boards 72
7.4 Planning and record-keeping 72
7.5 Calculating the final qualification grade 73
7.5.1 Conditions for the award 73
7.5.1.1 Conditions for awarding our HNC 73
7.5.1.2 Conditions for awarding our HND 73

7.5.2 Compensation 74
7.5.2.1 Compensation for the HNC 74
7.5.2.2 Compensation for the HND 74
7.5.3 Calculating the overall qualification grade 74
7.5.3.1 Points per credit 74
7.5.3.2 Point boundaries 74
7.5.4 Modelled student outcomes 75
7.5.4.1 Pearson BTEC Level 4 Higher National Certificate 75
7.5.4.2 Pearson BTEC Level 5 Higher National Diploma 76

8.0 Quality assurance 77

8.1 The approval process 77
8.2 Centre and qualification approval 78
8.3 Monitoring internal system 78
8.4 Independent review of assessments 79
8.5 Annual programme monitoring report (APMR) 79
8.6 Annual student survey 79
8.7 Continuing quality assurance and standards verification 79
8.7.1 Our key principles of quality assurance 79

9.0 Recognition of Prior Learning and attainment 81

10.0 Equality, diversity and inclusion 82

10.1 Access to qualifications for students with disabilities or specific needs 83

11.0 Units included in the BTEC Higher National qualifications in Public Services 84

Unit 401: Exploring Public Services 85
Unit 402: Mental Health and Wellbeing 95
Unit 403: Equality, Diversity, Inclusion and Ethics 108
Unit 404: Planning a Public Services Project (Pearson-set) 119
Unit 405: Criminal Law and Justice Systems 128
Unit 406: Theories of Crime 136
Unit 407: Crime and the Media 144
Unit 408: Emergency Management 155
Unit 409: On-scene Emergency Response 165
Unit 410: Community Engagement 176
Unit 411: Roads Policing 186
Unit 412: Crime Reduction 196

Unit 413: Terrorism and Counterterrorism 208
Unit 414: Government and Politics 220
Unit 415: Crime and Substance Misuse 229
Unit 416: Modern Warfare and Conflict 238
Unit 417: Fitness Preparation and Testing 246
Unit 418: Outdoor Skills Development 255
Unit 419: Third Sector and Public Services 264
Unit 420: Technology in Public Services 274
Unit 421: Care in Custody 285
Unit 422: Fraud Detection and Prevention 294
Unit 423: Sustainability in Public Services 304
Unit 501: Professional Development 315
Unit 502: Research Project (Pearson-set) 326
Unit 503: Justice, Punishment and Rehabilitation 336
Unit 504: Serious and Organised Crime 347
Unit 505: Forensic Methods and Applications 359
Unit 506: Critical Infrastructure Protection 368
Unit 507: Emergency Services Collaboration 377
Unit 508: Rescue Operations 388
Unit 509: Community Policing and Antisocial Behaviour 398
Unit 510: Command and Control 411
Unit 511: Investigative Skills 421
Unit 512: International Institutions and Public Services 430
Unit 513: Management of an Outdoor Event 442
Unit 514: Expedition Planning 452
Unit 515: Cyber Security 461
Unit 516: Application of Sociological Theory in Public Services 471
Unit 517: Youth Offending 480
Unit 518: International Policing 490
Unit 519: Offender Management 501
Unit 520: Human Resources and Public Services 510
Unit 521: Work-based Experience 520
Unit 522: Leadership in Public Services 529
Unit 523: Data Analytics and Decision Making 540
Unit 524: Applied Forensic Psychology 549

12.0 Appendices **560**

Appendix 1: Mapping of HND in Public Services against FHEQ Level 5 qualification descriptors 561

Appendix 2: HNC/HND Public Services Programme Outcomes for Students 568

Appendix 3: Transferable skills mapping 571

Level 4 Higher National Certificate in Public Services: mapping of transferable employability and academic study skills 571

Level 5 Higher National Diploma in Public Services: mapping of transferable employability and academic study skills 573

1.0 Introduction

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

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 employers' needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal career-related qualification at Levels 4 and 5.

When developing our BTEC Higher National qualifications, we work with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications meet their needs and expectations. We also work closely with professional organisations to make sure the qualifications are in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high-quality professional and technical education at undergraduate Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

1.1 Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to align to the requirements of specific occupational standards that meet the Institute for Apprenticeships and Technical Education's (IfATE) current occupation criteria. Meeting the requirements of the occupational standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQs)
- the knowledge, skills and behaviours for identified occupations associated with the relevant occupational standards.

This qualification is NOT indicated as 'for England' and, therefore, is NOT 'quality marked' as a Higher Technical Qualification by the Institute for Apprenticeships and Technical Education (IfATE).

1.2 Qualifications not indicated 'for England'

Qualifications that are **not** indicated as 'for England' can be delivered at any centre, in the UK or overseas, subject to approvals from Pearson. These qualifications are not 'quality marked' as HTQs by IfATE.

1.3 The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.4 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may be exempted from professional or vendor qualifications and membership of selected professional organisations, in order to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel well prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both mandatory/core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance
- support for students, including digital learning resources and communities, through HN Global.

1.5 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during their BTEC Higher Nationals course. More information is available at: https://hnglobal.highernationals.com/.

1.6 Qualification titles

1.6.1 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 (General)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Criminology)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Emergency Services)
- Pearson BTEC Level 4 Higher National Certificate in Public Services (Policing)

1.6.2 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 (General)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Criminology)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Emergency Services)
- Pearson BTEC Level 5 Higher National Diploma in Public Services (Policing)

1.7 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Public Services: **610/5325/9**
- Pearson BTEC Level 5 Higher National Diploma in Public Services: **610/5326/0**

1.8 Awarding organisation

Pearson Education Ltd.

1.9 Key features

Pearson BTEC Higher National qualifications in Public Services offer the following:

- an exciting and informative study programme that stimulates and challenges students

- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional units linked to their specialist area of study
- an opportunity for students to follow specialist routes of interest at Level 5, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area
- core competencies developed throughout the curriculum, to support lifelong learning skills for personal and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making
- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles
- quality assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.10 Qualification frameworks

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

1.11 Collaborative development

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

- Birmingham City University
- Brunel University of London
- Central Saint Michael's College
- Chesterfield College Group
- David Game Higher Education (DGHE)
- Metropolitan Police
- Newcastle and Stafford Colleges Group
- Newham College
- St John Ambulance
- Solihull College and University Centre
- University Centre of Wigan and Leigh College
- Wiltshire College & University Centre.

2.0 Programming purpose and objectives

2.1 Purpose

The purpose of these qualifications is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives

The objectives of these qualifications are:

- to develop the skills, knowledge and understanding that students need to achieve high performance in the public services environment
- to develop students with enquiring minds, who have the abilities and confidence to work across different public services functions and to lead, manage, respond to change, and tackle a range of complex public services situations
- to provide the core skills required for a range of careers in public services, including local government, Civil Service, public administration, the armed forces, police force, fire and rescue services, coastguard and mountain rescue services, ambulance (not paramedic), prison service and the charity and voluntary sector
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions
- to develop students' understanding of the major impact that new digital technologies have on the public services environment
- to provide insight into public services operations and the opportunities and challenges presented by a global marketplace
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist needs.

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

The Level 4 units lay the foundations of learning by providing a broad introduction to public services. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of public services knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios.

Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. Transferable skills are those such as communication, team work, research and analysis, which are highly valued in higher education and in the workplace.

By the end of Level 4, students will have sound knowledge of the basic concepts of public services. They will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of public services.

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

The Level 5 units give students the opportunity to specialise in a public services-related occupational area and to progress to degree-level study. The units prepare students to move on to specific areas of public services at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of public services situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of specialist study and will know how to apply those principles more widely in the business world. They will be able to perform effectively in their specialist area.

2.5 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Public Services supports students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

Problem-solving skills

These include:

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

Interpersonal skills

These include:

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

Commercial skills

These include:

- awareness of the business sector
- sales
- marketing and promotion, and
- managing and monitoring budgets.

Business skills

These include:

- awareness of types of companies and legal structures
- presenting financial information, and
- business management.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, the BTEC Higher National in Public Services provides a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem-solving
- decision-making
- preparing for exams, and
- using digital technology.

Students can also develop their academic skills through independent study modules and resources on the HN Global website: https://hnglobal.highernationals.com/.

2.5.1 Use of maths and English within the curriculum

A career in public services requires both technical skills and broader employability skills. For example, appropriate communication with clients and colleagues is an essential skill, so the ability to use maths and English in a professional context is a key area for student development.

This type of development is embedded throughout BTEC Higher Nationals, in line with industry requirements. During their course, students may, for example, be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations
- using professional, sector-specific language.

Some aspects of public services require maths skills and we strongly recommend that all students complete diagnostic maths assessments before beginning a Higher National course, as well as having a grade 9 to 4 or A* to C in GCSE Maths. (See *Section 5.2* for more information.)

2.6 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in public services, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the business sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- linking with the appropriate vendor accredited certificates (if appropriate)
- committing to continuing professional development (CPD)
- progressing to university.

2.6.1 Progression to university

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

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

2.6.2 University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. An articulation agreement involves a university mapping the learning content of a Higher National against their degree programme(s). This process helps them understand how strong the alignment is between the Higher National and degree, and supports them in providing more guidance for learners during the admissions process.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: https://hnglobal.highernationals.com/degree-finder.

3.0 Preparing students for employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways:

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.
- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work-related learning are key features of BTEC Higher Nationals.
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a higher apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeships and occupational standards for your qualification, please visit the following pages: https://qualifications.pearson.com/en/qualifications/apprenticeships.html and https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/higher-technical-qualifications.html on our website.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position in which a student graduating at each educational level might expect to start and gives some examples of the competencies expected.

Table 1: Levels of competency at employability level and examples of roles in different areas of public services at each level

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 6 Professional**
General employment outcomes for graduates at each level	Graduates can: • perform key operational tasks within public services • understand policies, procedures, and practices • work collaboratively and effectively within teams.	Graduates can: • enhance performance through strategic planning and team management. • manage specific public service functions effectively • balance operational and strategic priorities.	Graduates can: • take the lead and direct others, and • manage change effectively in middle-management positions.

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 6 Professional**
Examples of roles in different areas of public services	Administrative Assistant (Local Government) Support Officer (Police/Fire Services) Junior Officer (Armed Forces) Coastguard Support Worker Charity Outreach Coordinator Control Room Operator (Ambulance Services) Prison Officer	Administrative Officer (Local Government) Team Leader (Police/Fire Services) Section Leader (Armed Forces) Operations Supervisor (Coastguard Services) Team Leader (Charity/Voluntary Sector) Dispatch Team Supervisor (Ambulance Services) Senior Prison Officer	Senior Officer (Local Government) Shift Manager (Police/Fire Services) Platoon Commander (Armed Forces) Regional Operations Coordinator (Coastguard Services) Area Coordinator (Charity/Voluntary Sector) Area Operations Supervisor (Ambulance Services) Custodial Team Supervisor

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on the programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

4.0 Centre support

You can access a wide range of resources and support to help you set up and deliver our Pearson BTEC Higher Nationals in Public Services with confidence.

4.1 Specification

This specification gives you details of the administration of the qualifications and information on the units included in them.

4.2 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff in delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The HN Global Forum connects students and tutors, and provides the opportunity to discuss common themes and to share good practice. HN Global also provides access to the following:

The Learning Zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills, an e-library and subject materials.

The Tutor Resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment and professional development opportunities. Staff can also access the Quality Assurance (QA) Hub for templates and
more centre support.

Short Courses provides support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at:
https://hnglobal.highernationals.com/.

4.3 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These AABs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future assignment briefs.

It is important to note:

1. AABs can be used by centres if they meet your specific requirements following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. If using an AAB, the assignment brief should still be internally marked and made available for standards verification.
2. AABs can be modified and customised to meet localisation.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

All assignments must still be moderated in line with the internal verification process. These AABs along with further guidance can be found in the *Effective assignment design for the Higher Nationals in Public Services: Authorised Assignment Briefs* booklet available on HN Global at: https://hnglobal.highernationals.com/.

The tutor resources section on HN Global also offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

4.4 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see: https://www.pearson.com/languages.

The Pearson Languages portal also offers a variety of digital resources. The portal encourages users to get involved, and improves teaching and results.

5.0 Planning your programme

5.1 Delivering Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

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

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it is also essential that centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please see 'Centre/Qualification approvals' in the support section of our website at: https://support.pearson.com/uk/s/article/Centre-Qualification-Approvals.

5.1.2 Tutor knowledge

Pearson does not currently explicitly stipulate any qualification or experience requirements for staff involved in the delivery, assessment and internal verification of BTEC higher education qualifications. This is because it would not be practical to impose such stipulations to cover the very wide range of subject areas and field of experience that the BTEC higher education qualifications encompass.

However, it is expected that centres recruit all delivery, assessment and internal verification staff with integrity; and have robust staff recruitment processes in place. It is expected that staff hold a nationally recognised qualification at or above the level of the qualification being delivered and/or equivalent relevant experience.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.3 Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions, where appropriate.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning modes of delivery.

If you are delivering distance learning, please see the *Pearson distance learning and assessment policy* available to download at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.1.5 Support from Pearson

For each programme with active registrations, we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: https://qualifications.pearson.com/en/support/training-from-pearson-uk.html.

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but, as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Protective 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 at 9 to 4 or A* to C (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9* for more information.

5.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning.

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.

Students applying for a Pearson BTEC Higher National qualification that is **taught and assessed completely in English** will need a certain level of English language skills.

Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- Common European Framework of Reference (CEFR) level **B2**
- Pearson Test of English (PTE) Academic **51**
- International English Language Testing System (IELTS) **5.5** (reading and writing must be at **5.5**).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy*, available at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them during teaching and assessment. For more guidance, please see *Section 5.6.2* on reasonable adjustments.

5.4 Student registration and entry

All students should be registered on the qualification they are studying and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- 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 by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

5.6 Administrative arrangements for internal assessment

5.6.1 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: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. 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.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual 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 in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.6.3 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. 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 JCQ guide to the special consideration process, which can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/.

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.

5.6.4 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 are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/ and can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they 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.

5.7 Dealing with malpractice in assessment

'Malpractice' refers to 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 guide for dealing with malpractice and maladministration*, available to download on our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

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 guide for dealing with malpractice and maladministration* 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 malpractice guidance 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.

5.7.1 Student malpractice

The Heads of Centres are required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete a *JCQ Form M1* available to download at: www.jcq.org.uk/malpractice and email it with any accompanying documents (signed statements from the student and 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 students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students 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.

5.7.2 Tutor and centre malpractice

Heads of Centres are required to inform Pearson's Investigations Processing team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (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.

5.7.3 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, or
- 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, or
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for 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 of 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 available to download at: https://www.jcq.org.uk/exams-office/appeals.

6.0 Programme structure

6.1 Units, credits and Total Qualification Time (TQT)

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 an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study.

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

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

- Core and specialist units are mandatory.
- Specialist units provide a specific occupational focus to the qualification, in line with professional body standards.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 of independent learning hours (ILH). (For more information about guided and independent learning see *Sections 6.1.1* and *6.1.2*.)

- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**
- **The total qualification time for Higher National Diploma (HND) = 2,400 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

6.1.1 Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- **The total guided learning hours for Higher National Certificate (HNC) = 480 hours.**
- **The total guided learning hours for Higher National Diploma (HND) = 960 hours.**

Examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence based and turned into a learning opportunity.

6.1.2 Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

- **The total independent learning hours for Higher National Certificate (HNC) = 720 hours.**
- **The total independent learning hours for Higher National Diploma (HND) = 1,440 hours.**

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

6.2 Programme structures

Programme structures specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- core units required
- specialist units required
- optional units available, and
- maximum credit value in units that can be centre-commissioned.

When combining units for our Pearson BTEC Higher National qualification, it is up to the centre to make sure that the correct combinations are followed.

6.2.2 Pearson BTEC Level 4 Higher National Certificate in Public Services

- Requires at least 120 credits, all at Level 4
- Total qualification time = 1,200 hours
- Total guided learning hours = 480 hours
- Mix of core, specialist and optional units, totalling 120 credits.

6.2.2.1 Pearson BTEC Level 4 Higher National Certificate in Public Services (General)

Table 2: Pathway structure for General pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Public Services (General)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Plus 60 credits from **four** units selected from those listed in the tables below. The combination of units selected **must not** replicate an alternative specialist pathway or BTEC Higher National qualification. Certification claims will be ineligible if a barred combination of units is selected. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4
Group D: Shared unit in the Criminology and Policing pathways			
Optional unit	Unit 405: Criminal Law and Justice Systems	15	4

6.2.2.2 Pearson BTEC Level 4 Higher National Certificate in Public Services (Criminology)

Table 3: Pathway structure for Criminology pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Criminology)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 405: Criminal Law and Justice Systems	15	4
Specialist *Mandatory*	Unit 406: Theories of Crime	15	4
Specialist *Mandatory*	Unit 407: Crime and the Media	15	4
Plus 15 credits from **one** unit selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4

6.2.2.3 Pearson BTEC Level 4 Higher National Certificate in Public Services (Emergency Services)

Table 4: Pathway structure for Emergency Services pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Emergency Services)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 408: Emergency Management	15	4
Specialist *Mandatory*	Unit 409: On-scene Emergency Response	15	4
Specialist *Mandatory*	Unit 410: Community Engagement	15	4
Plus 15 credits from **one** unit selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4
Group D: Shared unit in the Criminology and Policing pathways			
Optional unit	Unit 405: Criminal Law and Justice Systems	15	4

6.2.2.4 Pearson BTEC Level 4 Higher National Certificate in Public Services (Policing)

Table 5: Pathway structure for Policing pathway at Level 4

Pearson BTEC Level 4 Higher National Certificate in Public Services (Policing)			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 405: Criminal Law and Justice Systems	15	4
Specialist *Mandatory*	Unit 411: Roads Policing	15	4
Specialist *Mandatory*	Unit 412: Crime Reduction	15	4
Plus 15 credits from **one** unit selected from those listed in the tables below.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4

6.2.3 Pearson BTEC Level 5 Higher National Diploma in Public Services

- Requires 240 credits, of which 120 credits are at Level 5 and 120 credits are at Level 4.
- Total qualification time = 2,400 hours.
- Total guided learning hours = 960 hours.
- Mix of core, specialist and optional units, totalling 240 credits.
- Optional units are selected to make up the remaining credit value.
- Specialist units can also be selected as optional units for the general pathway and for any of the specialist pathways.

6.2.3.1 Pearson BTEC Level 5 Higher National Diploma in Public Services (General)

Table 6: Pathway structure for General pathway at Level 5

Pearson BTEC Level 5 Higher National Diploma in Public Services (General)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Plus 60 credits from **four** Level 4 units selected from those listed in the tables below. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification.			

Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Professional Development	15	5
Core *Mandatory*	Unit 502: Research Project Note: This is a Pearson-set unit.	30	5
Plus 75 credits from **five** Level 5 units selected from those listed in the tables below. The combination of units selected **must not** replicate an alternative specialist pathway. Certification claims will be ineligible if a barred combination of units is selected. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4
Group D: Shared unit in the Criminology and Policing pathways			
Optional unit	Unit 405: Criminal Law and Justice Systems	15	4

Level 5 optional units			
Optional unit	Unit 512: International Institutions and Public Services	15	5
Optional unit	Unit 513: Management of an Outdoor Event	15	5
Optional unit	Unit 514: Expedition Planning	15	5
Optional unit	Unit 515: Cyber Security	15	5
Optional unit	Unit 512: International Institutions and Public Services	15	5
Optional unit	Unit 517: Youth Offending	15	5
Optional unit	Unit 518: International Policing	15	5
Optional unit	Unit 519: Offender Management	15	5
Optional unit	Unit 520: Human Resources and the Public Services	15	5
Optional unit	Unit 521: Work-based Experience	15	5
Optional unit	Unit 522: Leadership in Public Services	15	5
Optional unit	Unit 523: Data Analytics and Decision Making	15	5
Optional unit	Unit 524: Applied Forensic Psychology	15	5

Level 5 specialist units			
Group A: Criminology			
Optional unit	Unit 503: Justice, Punishment and Rehabilitation	15	5
Optional unit	Unit 504: Serious and Organised Crime	15	5
Optional unit	Unit 505: Forensic Methods and Applications	15	5
Group B: Emergency Services			
Optional unit	Unit 506: Critical Infrastructure Protection	15	5
Optional unit	Unit 507: Emergency Services Collaboration	15	5
Optional unit	Unit 508: Rescue Operations	15	5
Group C: Policing			
Optional unit	Unit 509: Community Policing and Antisocial Behaviour	15	5
Optional unit	Unit 510: Command and Control	15	5
Optional unit	Unit 511: Investigative Skills	15	5

6.2.3.2 Pearson BTEC Level 5 Higher National Diploma in Public Services (Criminology)

Table 7: Pathway structure for Criminology pathway Level 5

Pearson BTEC Level 5 Higher National Certificate in Public Services (Criminology)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 405: Criminal Law and Justice Systems	15	4
Specialist *Mandatory*	Unit 406: Theories of Crime	15	4
Specialist *Mandatory*	Unit 407: Crime and the Media	15	4
Plus 15 credits from **one** Level 4 unit selected from those listed in the tables below.			
Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Professional Development	15	5
Core *Mandatory*	Unit 502: Research Project Note: This is a Pearson-set unit.	30	5
Specialist *Mandatory*	Unit 503: Justice, Punishment and Rehabilitation	15	5
Specialist *Mandatory*	Unit 504: Serious and Organised Crime	15	5
Specialist *Mandatory*	Unit 505: Forensic Methods and Applications	15	5
Plus 30 credits from **two** Level 5 units selected from those listed in the tables below. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4

Level 5 optional units			
Optional unit	Unit 512: International Institutions and Public Services	15	5
Optional unit	Unit 513: Management of an Outdoor Event	15	5
Optional unit	Unit 514: Expedition Planning	15	5
Optional unit	Unit 515: Cyber Security	15	5
Optional unit	Unit 516: Application of Sociological Theory in Public Services	15	5
Optional unit	Unit 517: Youth Offending	15	5
Optional unit	Unit 518: International Policing	15	5
Optional unit	Unit 519: Offender Management	15	5
Optional unit	Unit 520: Human Resources and Public Services	15	5
Optional unit	Unit 521: Work-based Experience	15	5
Optional unit	Unit 522: Leadership in Public Services	15	5
Optional unit	Unit 523: Data Analytics and Decision Making	15	5
Optional unit	Unit 524: Applied Forensic Psychology	15	5
Level 5 specialist units			
Group B: Emergency Services			
Optional unit	Unit 506: Critical Infrastructure Protection	15	5
Optional unit	Unit 507: Emergency Services Collaboration	15	5
Optional unit	Unit 508: Rescue Operations	15	5
Group C: Policing			
Optional unit	Unit 509: Community Policing and Antisocial Behaviour	15	5
Optional unit	Unit 510: Command and Control	15	5
Optional unit	Unit 511: Investigative Skills	15	5

6.2.3.3 Pearson BTEC Level 5 Higher National Diploma in Public Services (Emergency Services)

Table 8: Pathway structure for Emergency Services pathway at Level 5

Pearson BTEC Level 5 Higher National Certificate in Public Services (Emergency Services)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 408: Emergency Management	15	4
Specialist *Mandatory*	Unit 409: On-scene Emergency Response	15	4
Specialist *Mandatory*	Unit 410: Community Engagement	15	4
Plus 15 credits from **one** Level 4 unit selected from those listed in the tables below.			

Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Professional Development	15	5
Core *Mandatory*	Unit 502: Research Project Note: This is a Pearson-set unit.	30	5
Specialist *Mandatory*	Unit 506: Critical Infrastructure Protection	15	5
Specialist *Mandatory*	Unit 507: Emergency Services Collaboration	15	5
Specialist *Mandatory*	Unit 508: Rescue Operations	15	5
Plus 30 credits from **two** Level 5 units selected from those listed in the tables below. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification.			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4
Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group C: Policing			
Optional unit	Unit 411: Roads Policing	15	4
Optional unit	Unit 412: Crime Reduction	15	4
Group D: Shared unit in the Criminology and Policing pathways			
Optional unit	Unit 405: Criminal Law and Justice Systems	15	4

Level 5 optional units			
Optional unit	Unit 512: International Institutions and Public Services	15	5
Optional unit	Unit 513: Management of an Outdoor Event	15	5
Optional unit	Unit 514: Expedition Planning	15	5
Optional unit	Unit 515: Cyber Security	15	5
Optional unit	Unit 516: Application of Sociological Theory in Public Services	15	5
Optional unit	Unit 517: Youth Offending	15	5
Optional unit	Unit 518: International Policing	15	5
Optional unit	Unit 519: Offender Management	15	5
Optional unit	Unit 520: Human Resources and Public Services	15	5
Optional unit	Unit 521: Work-based Experience	15	5
Optional unit	Unit 522: Leadership in Public Services	15	5
Optional unit	Unit 523: Data Analytics and Decision Making	15	5
Optional unit	Unit 524: Applied Forensic Psychology	15	5
Level 5 specialist units			
Group A: Criminology			
Optional unit	Unit 503: Justice, Punishment and Rehabilitation	15	5
Optional unit	Unit 504: Serious and Organised Crime	15	5
Optional unit	Unit 505: Forensic Methods and Applications	15	5
Group C: Policing			
Optional unit	Unit 509: Community Policing and Antisocial Behaviour	15	5
Optional unit	Unit 510: Command and Control	15	5
Optional unit	Unit 511: Investigative Skills	15	5

6.2.3.4 Pearson BTEC Level 5 Higher National Diploma in Public Services (Policing)

Table 9: Pathway structure for Policing pathway at Level 5

Pearson BTEC Level 5 Higher National Diploma in Public Services (Policing)			
Level 4 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 401: Exploring Public Services	15	4
Core *Mandatory*	Unit 402: Mental Health and Wellbeing	15	4
Core *Mandatory*	Unit 403: Equality, Diversity, Inclusion and Ethics	15	4
Core *Mandatory*	Unit 404: Planning a Public Services Project Note: This is a Pearson-set unit.	15	4
Specialist *Mandatory*	Unit 405: Criminal Law and Justice Systems	15	4
Specialist *Mandatory*	Unit 411: Roads Policing	15	4
Specialist *Mandatory*	Unit 412: Crime Reduction	15	4
Plus 15 credits from **one** Level 4 unit selected from those listed in the tables below.			

Level 5 units			
Unit type	**Unit**	**Credits**	**Level**
Core *Mandatory*	Unit 501: Professional Development	15	5
Core *Mandatory*	Unit 502: Research Project Note: This is a Pearson-set unit.	30	5
Specialist *Mandatory*	Unit 509: Community Policing and Antisocial Behaviour	15	5
Specialist *Mandatory*	Unit 510: Command and Control	15	5
Specialist *Mandatory*	Unit 511: Investigative Skills	15	5
Plus 30 credits from **two** Level 5 units selected from those listed in the tables below. It is advised that units are chosen from across the optional and specialist groups to deliver a comprehensive general public services qualification			

Level 4 optional units			
Optional unit	Unit 413: Terrorism and Counterterrorism	15	4
Optional unit	Unit 414: Government and Politics	15	4
Optional unit	Unit 415: Crime and Substance Misuse	15	4
Optional unit	Unit 416: Modern Warfare and Conflict	15	4
Optional unit	Unit 417: Fitness Preparation and Testing	15	4
Optional unit	Unit 418: Outdoor Skills Development	15	4
Optional unit	Unit 419: Third Sector and Public Services	15	4
Optional unit	Unit 420: Technology in the Public Services	15	4
Optional unit	Unit 421: Care in Custody	15	4
Optional unit	Unit 422: Fraud Detection and Prevention	15	4
Optional unit	Unit 423: Sustainability in Public Services	15	4

Level 4 specialist units			
Group A: Criminology			
Optional unit	Unit 406: Theories of Crime	15	4
Optional unit	Unit 407: Crime and the Media	15	4
Group B: Emergency Services			
Optional unit	Unit 408: Emergency Management	15	4
Optional unit	Unit 409: On-scene Emergency Response	15	4
Optional unit	Unit 410: Community Engagement	15	4

Level 5 optional units			
Optional unit	Unit 512: International Institutions and Public Services	15	5
Optional unit	Unit 513: Management of an Outdoor Event	15	5
Optional unit	Unit 514: Expedition Planning	15	5
Optional unit	Unit 515: Cyber Security	15	5
Optional unit	Unit 516: Application of Sociological Theory in Public Services	15	5
Optional unit	Unit 517: Youth Offending	15	5
Optional unit	Unit 518: International Policing	15	5
Optional unit	Unit 519: Offender Management	15	5
Optional unit	Unit 520: Human Resources and Public Services	15	5
Optional unit	Unit 521: Work-based Experience	15	5
Optional unit	Unit 522: Leadership in Public Services	15	5
Optional unit	Unit 523: Data Analytics and Decision Making	15	5
Optional unit	Unit 524: Applied Forensic Psychology	15	5
Level 5 specialist units			
Group A: Criminology			
Optional unit	Unit 503: Justice, Punishment and Rehabilitation	15	5
Optional unit	Unit 504: Serious and Organised Crime	15	5
Optional unit	Unit 505: Forensic Methods and Applications	15	5
Group B: Emergency Services			
Optional unit	Unit 506: Critical Infrastructure Protection	15	5
Optional unit	Unit 507: Emergency Services Collaboration	15	5
Optional unit	Unit 508: Rescue Operations	15	5

6.2.4 Meeting local needs

When developing our Pearson BTEC Higher National qualifications, we consulted centres, employers and professional organisations. We designed the units to meet the skill needs of the sector and to cover the full range of employment opportunities it offers. You should make full use of the choices available to you within the specialist pathways to meet the needs of your students and local skills, and training needs.

If you find the units that we offer do not meet a certain need, you can apply to import units from other Regulated Qualifications Framework (RQF) Pearson BTEC Higher National qualifications through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/meeting-local-needs.html or contact your Pearson regional contact.

There are some restrictions on importing units from other RQF Pearson BTEC Higher National qualifications.

- For the RQF Pearson BTEC HNC qualification, a maximum of 30 credits can be imported into the optional unit allowance.
- For the RQF Pearson BTEC HND qualification, a maximum of 60 credits can be imported: 30 credits at Level 4 and 30 credits at Level 5.
- You cannot use MLN units to replace mandatory units in any qualification.
- You must still follow the qualification's rules of combination.

The table below shows the maximum number of credits you can import by pathway for our Pearson BTEC Higher Nationals in Public Services qualifications.

Table 10: Shows the maximum number of credits that can be imported by pathway

Qualification	Pathway	Import at Level 4	Import at Level 5
Pearson BTEC Level 4 Higher National Certificate in Public Services	General	30	N/A
	Criminology	15	N/A
	Emergency Services	15	N/A
	Policing	15	N/A
Pearson BTEC Level 5 Higher National Diploma in Public Services	General	30	30
	Criminology	15	30
	Emergency Services	15	30
	Policing	15	30

6.2.5 Commissioning new units for Pearson BTEC Higher Nationals

If the MLN process does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information, please see the custom-designed Higher Nationals section of our website at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/building-a-bespoke-btec-higher-national-qualification.html.

6.3 Pearson-set units

Pearson-set units form part of the core units. Pearson will decide on a theme each year.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 units, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

You will find support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation, which will be provided for each level, on the HN Global website at: https://hnglobal.highernationals.com/.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *Section 7*.

6.4 Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme that you offer at your centre.

You can use any of the unit descriptors listed in *Section 11.0*. We have described each part of the unit as follows:

Table 11: Unit descriptor description

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit reference number.
Unit type	There are three unit types: • core (mandatory to all pathways) • specialist (mandatory to specific pathways) • optional (available to most pathways).
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: • 1 credit = 10 ULH • 15 credits = 150 ULH. To complete a Higher National Certificate or Higher National Diploma, students must achieve all of the credits required. Refer to *Section 7.5*.
Introduction	Some general notes on the unit: • setting the scene • stating the purpose and aim, and • outlining the topics to be learnt and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually four Learning Outcomes for each unit.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.
Learning Outcomes and Assessment Criteria	Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.
Recommended Resources	This section lists the resources that students should use to support their study for the unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local information. It may also contain delivery requirements, e.g. specific equipment, case study material and learning resources depending on the subject.

6.4.1 Web resources – referencing

Some units have web resources as part of their Recommended Resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem, we link only to the main page of the website and signpost students and tutors to the section where the resource can be found. Thereby, 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 section of the website where the resource can be found

[4] The type of resource it is, for example:

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

Example

[1] www.college.police.uk

[2] College of Policing

[3] Resources for reflective practice

[4] (General reference)

Students and tutors must use a referencing system to cite and reference resources in an academic format.

7.0 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size. Furthermore:

- for the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills:
  - one Level 4 core unit carrying 15 credits
- for the HND, centres will assess two compulsory Pearson-set units targeted at particular skills:
  - one Level 4 core unit carrying 15 credits
  - one Level 5 core unit carrying 30 credits.

All other units are assessed through internal assignments set by the centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, downloadable in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. All of your assessment team will need to refer to this document.

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

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

7.1.1 Assessment through assignments

For internally assessed units, assessment takes the form of an assignment carried out after the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to show 'analyses' and the related Pass criterion requires the student to 'explain', then to gain a Merit the student will need to cover both 'explain' and 'analyses'. 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.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.
- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below:

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
  - record-keeping
  - liaising with the standards verifier
  - acting as an assessor
  - supporting the rest of the assessment team
  - making sure that the team has the information it needs about our assessment requirements
  - organising training, and
  - using our guidance and support materials.
- **Internal Verifiers** oversee all assessment activity with the programme leader. They check that assignments and assessment decisions are valid and meet our requirements. All internal verifiers will follow the same standards and procedures as instructed by your programme leader. Internal verifiers are usually also assessors, but they do not verify their own assessments.
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the programme leader to all work to the same standards and procedures. They also work with the programme leader and internal verifiers to make sure the assessment is planned and carried out in line with our requirements.

Our external examiner will sample student work across your assessors. They will also want to see evidence of how you have verified assignments and will assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time, and
- when assessment can take place.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines, and
- that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism, and
- your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work and how they can request an extended deadline in special circumstances.

7.2 Formative assessment and feedback

7.2.1 Frequency and timing of formative assessment

Pearson does not define a minimum or maximum number of formative assessment points. However, students should have some formative assessment for each assignment, in order to provide them with an understanding of their progress and to identify areas for continued development.

Formative assessment that is too frequent can be detrimental to students' development. On the one hand it will create an environment where students are working to produce *for* the formative assessment, rather than using the outcomes of formative assessment to support their learning and development towards the summative assessment. In addition, too much formative assessment risks becoming 'coaching' as students will have time to respond only to what has been indicated in formative feedback.

Therefore, the frequency of formative feedback should be considered carefully, as part of an overall curriculum plan, to occur at points where there is a clear benefit for the student in gaining further insight into their development and progress.

The timing of formative assessment should also be considered. Formative assessment that is too close to a summative assessment does not provide effective learning for the student. With limited time between formative and summative assessment there is less opportunity for the student to make effective use of the feedback from formative assessment to address any issues in the work towards summative assessment. Again, there is also a risk that the feedback from formative assessment becomes simply instructions (coaching) for the student.

Care should be taken to ensure that formative assessment takes place with sufficient time for the student to reflect upon the feedback from the formative assessment and make whatever adjustments they deem necessary to improve their future work or performance towards summative assessment.

It is important to recognise that formative assessment can, in some cases, be continuous, depending on the learning and teaching strategy that has been adopted for a unit or programme. For example, where students may be undertaking a large project, which they are working on throughout the semester/term, you may have regular tutorials (either group or individual) to review work-in-progress and provide students with feedback that helps them to understand their progress and development. In this context, the tutorials are a form of continuous formative assessment. The feedback from these tutorials still needs to avoid coaching and tutors should plan for tutorials (formative assessment) to stop at a point where there is sufficient time, before the summative assessment, to make effective use of the feedback in the later tutorials.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.2.2 Formative feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary, depending on when it is undertaken and the aim of the assessment activity.

Formative assessment feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Just as formative assessment is undertaken to support students to understand their progress, the associated feedback must be aimed at helping the student to recognise their current position and how to move forwards.

Formative assessment should always result in qualitative feedback: not a grade. When giving formative assessment feedback it is important to avoid giving students advice that directly informs the work that they may do for summative assessment. This is referred to as 'coaching' and is inappropriate. Feedback should provide students with general advice on how to progress in their studies, but should not tell them what to do. For example, a tutor might say:

"...your analysis of the research is not clear, you will need to look at the research more critically..."

rather than

"...what you should be writing is..."

In the former, the tutor is supporting the student to understand their current progress and how to improve. While the latter is 'coaching' the student.

Formative assessment can be either formal or informal. We might schedule specific points where students present work for formative assessment. Such instances can be valuable opportunities for group discussion and peer assessment. In such cases, it is expected that students will receive written formative assessment feedback. In other instances, the formative assessment feedback may be during tutorials or classroom activities.

Please also see the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.3 Making valid assessment decisions

7.3.1 Authentic student work

An assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. Please see *Section 5.7* for more information.

7.3.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and
- their programme leader and assessment team's experience.

7.3.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. Please see *Section 5.6* for more information.

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable assessment board, taking into account any genuine reasons for the assignment being late.

Please also see the *BTEC Higher Nationals Centre Guide in Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.3.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence, and
- may provide feedback on how to improve in the future.

7.3.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only
- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again
- for examinations, reassessment will involve completing a new activity
- the grade for a reassessed assignment will be capped at a Pass, and
- assignments already graded at a Pass or higher cannot be reassessed.

7.3.6 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your assessment board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance, and
- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

7.3.7 Assessment boards

It is a formal Pearson requirement that centres hold an assessment board for all your Pearson BTEC Higher National programmes. The main purpose of an assessment board is to make recommendations on:

- the grades achieved by students on the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage of the programme
- the awards to be made to students, and
- students resubmitting assignments and repeating units.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an assessment board, our external examiner will discuss this with your quality nominee and programme leader. Assessment board reports and minutes provide valuable evidence of your quality assurance processes.

7.4 Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your programme leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessments, including when students may complete assessments and when quality assurance will take place

- the completion dates for different assignments
- who is acting as internal verifier for each assignment and the date by which the assignment needs to be verified
- a procedure for internal verifiers to sample assessors' decisions that covers all assignments, assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly, and
- a system for scheduling resubmissions.

The programme leader must also keep records of all assessments carried out. The key records are:

- checking of assignment briefs
- student declarations
- assessor decisions on assignments, with feedback given to students, and
- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance process section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.5 Calculating the final qualification grade

7.5.1 Conditions for the award

7.5.1.1 Conditions for awarding our HNC

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

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.1.2 Conditions for awarding our HND

To achieve our 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, and
- achieved at least a Pass in 105 credits at Level 4.

7.5.2 Compensation

7.5.2.1 Compensation for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.5.2.2 Compensation for the HND

Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per the rules of combination of the required qualification.

7.5.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

7.5.3.1 Points per credit

Table 12: Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

7.5.3.2 Point boundaries

Table 13: Grade point boundaries

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

7.5.4 Modelled student outcomes

7.5.4.1 Pearson BTEC Level 4 Higher National Certificate

Table 14: Example model outcomes

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Specialist 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Specialist 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Specialist 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Specialist 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Optional 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Optional 2	15	4	6	M	90	M	90	D	120	D	120	D	120
Total	120	–	–	–	600	–	540	–	690	–	870	–	810
Grade	–	–	–	–	M	–	P	–	M	–	D	–	M

7.5.4.2 Pearson BTEC Level 5 Higher National Diploma

Table 15: Example model outcomes

	Credits	Level	Student 1			Student 2		Student 3		Student 4		Student 5	
			Grade points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Specialist 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Specialist 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Specialist 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Specialist 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Optional 7	15	4	0	M	0	P	0	D	0	D	0	D	0
Optional 8	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 9	15	5	6	M	180	M	180	M	180	P	120	D	240
Specialist 10	15	5	6	M	90	M	90	M	90	P	60	D	120
Specialist 11	15	5	6	M	90	M	90	D	120	P	60	D	120
Specialist 12	15	5	6	M	90	P	60	D	120	P	60	D	120
Optional 13	15	5	6	M	90	P	60	D	120	P	60	M	90
Optional 14	15	5	6	M	90	P	60	M	90	M	90	P	60
Optional 15	15	5	6	M	90	P	60	M	90	M	90	M	90
Optional 16	15	5	6	M	90	P	60	M	90	M	90	M	90
Total	240	–	–	–	810	–	660	–	900	–	600	–	930
Grade	–	–	–	–	M	–	M	–	D	–	P	–	D

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8.0 Quality assurance

The quality assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres must have effective quality assurance processes to review their programme delivery. It also ensures that assessment grades are in line with national standards.

The quality assurance process for centres offering our Pearson BTEC Higher National programmes has five main features:

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

8.1 The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all assessors and sites.

Your application must be supported by the Head of the Centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification:

- you must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications
- you must provide the specific resources required for individual units
- staff involved in the assessment process must have relevant skills or experience
- you must have systems to provide continuing professional development for staff delivering the qualification
- you must have suitable health and safety policies for students and staff using equipment, and
- you must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal system

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or
- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: http://hnglobal.highernationals.com.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.
The handbook contains detailed guidance on the quality processes you should follow.

8.7.1 Our key principles of quality assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.
- As part of gaining our approval, the centre agrees always to follow our terms and conditions for delivering programmes effectively and assessment quality assurance.

- You must follow agreed processes for:
    - planning, monitoring and recording assessment processes, and dealing with special circumstances, appeals and malpractice, and
    - making sure that assessors and verifiers all work to the same standards.
- We will work in partnership with you to help you achieve quality assured assessment.
- We will help you follow best practice and use suitable technology to support quality assurance processes.
- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your centre
- making sure that you have a well-trained, effective team of assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

9.0 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process*, which can be downloaded from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

10.0 Equality, diversity and inclusion

Equality and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments
- assessments should reflect the wide diversity of students, and
- our qualifications are 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 by law (for example race, sexuality, religious belief) are not disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress, and
- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* downloadable from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure that it meets their needs
- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and
- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

10.1 Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration and *A guide to the special consideration process – General and Vocational Qualifications* downloadable at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance. Details on how to make adjustments for students with protected characteristics are provided in *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

11.0 Units included in the BTEC Higher National qualifications in Public Services

Unit 401: Exploring Public Services

Unit code: T/651/4686

Unit level: 4

Credit value: 15

Introduction

Public services play a fundamental role in safeguarding individuals, communities and national security. These services include various sectors such as blue light emergency services (police, fire and rescue, ambulance service), coastguard, mountain rescue, the military (army, navy, air force, marines, territorial forces), security and welfare agencies (criminal justice services, courts, prisons, probation, NHS, Revenue and Customs, Border Forces), and government bodies (central, regional, and local). Supporting these essential services are charities, social enterprises and voluntary organisations, often referred to as the third sector and the private sector.

This unit provides an in-depth understanding of the structures, roles, responsibilities and funding models of the public services. The unit also explores the performance targets, accountability mechanisms and quality control measures used to assess the effectiveness of public services. Students will learn how public services collaborate, external and internal impacts on performance, how they are held accountable and how they deliver high-quality services to meet the needs of diverse service users. The unit also examines emerging threats and future challenges, from technological advancements to climate change, and how these factors will shape the future operations of public services.

On successful completion of the unit, students will understand how different public services operate, how they are funded, how they support their workforce and service users, how they remain accountable through performance measures and what services they are able to offer, and the changing needs of society. This knowledge is essential for anyone looking to pursue a career in public services, especially in roles that require inter-agency collaboration, strategic management and adaptability to future challenges, such as Despatch Controller, General Manager, Project Manager, Operational Manager and Communications Officer..

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the roles and responsibilities of the different sectors within public services and how they are governed

LO2 Explain the structures and funding models of the public services

LO3 Analyse the targets, accountability measures and quality checks used to assess public service performance

LO4 Evaluate the future challenges and threats faced by public services and their impact.

Essential Content

LO1 Investigate the roles and responsibilities of the different sectors within public services and how they are governed

Overview of emergency services:

The roles and responsibilities of the police, fire and rescue, ambulance, coastguard and mountain rescue services, military services

Police: e.g. maintaining public order, enforcing the law, preventing crime, and conducting criminal investigations; specialised police units, e.g. counterterrorism, drug enforcement, cybercrime units

Fire and rescue services: e.g. fire prevention, suppression, search and rescue, emergency medical services, modern firefighting technologies and their role in disaster response

Ambulance services: e.g. emergency medical response, transportation of patients and collaboration with hospitals, role of paramedics in providing critical care at the scene

Coastguard and mountain rescue: e.g. search and rescue operations in coastal areas, mountains and other challenging environments, role in saving lives during natural disasters and accidents

Military services: e.g. army, navy, air force, marines, territorial forces in national defence, e.g. peacekeeping, disaster relief, and homeland security.

Security and welfare services:

Overview of criminal justice and welfare agencies: roles of courts, prisons, probation services and welfare agencies in ensuring justice and providing social support

Courts: e.g. upholding the law, adjudicating legal disputes, and ensuring fair trials

Prisons and probation services: e.g. role of prisons in incarceration and rehabilitation, probation services in supervising offenders and helping them reintegrate into society

NHS service: e.g. providing healthcare and supporting emergency services

Revenue and customs: e.g. enforcing tax laws, combating financial crime, and regulating imports/exports

Border forces: securing national borders, e.g. preventing illegal immigration, and protecting against the smuggling of goods and people.

Roles and responsibilities of governing bodies:

Central, regional and local government: e.g. policymaking, law enforcement, and public service delivery

Central government: e.g. strategic oversight of national services, e.g. defence, emergency services and social welfare

Local government: direct service delivery to communities, e.g. education, public health and housing services

Regional authorities: e.g. coordinating regional economic development, transport services and emergency planning.

Supporting organisations:

Third-sector organisations, e.g. social enterprises, charities, voluntary groups in supporting public services.

Social enterprises:

Organisations that combine social impact with business practices to support public services, e.g. rehabilitation centres and community health initiatives.

Voluntary groups:

Supplementing the work of public services, e.g. during emergencies and disasters.

LO2 **Explain the structures and funding models of the public services**

Organisational structures:

Hierarchical structures: in the military, police and fire and rescue service, clear chains of command and operational divisions, e.g. frontline officers, support staff, management

Decentralised structures: regional and local governments, voluntary groups and some health services, e.g. allow for greater flexibility and community-based decision making

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

Influence of politics:

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

Stakeholders and responsibilities of organisations to meet different stakeholders' interests and expectations

Local government: e.g. enforce and develop the laws, policies and strategies and priorities on local level, setting and allocating local taxes (e.g. council tax)

Collaboration across sectors: public services work together during major incidents, e.g. multi-agency responses to natural disasters, terrorism or health crises like pandemics.

Funding models:

Public funding: police, military, NHS and local governments are primarily funded through national or local taxation

Grants and public-private partnerships: public services may also receive specific grants for programmes, e.g. from the UK Home Office or work with private companies through public-private partnerships

Charitable donations and fundraising: charities' and voluntary organisations' funding of their operations, e.g. donations, grants, sponsorships

Revenue and customs funding: customs duties, excise taxes, enforcement activities, e.g. funding security and border protection services.

LO3 **Analyse the targets, accountability measures and quality checks used to assess public service performance**

Performance metrics and targets:

Key performance indicators (KPIs): use of KPIs to evaluate response times, e.g. crime rates, arrest statistics, healthcare outcomes

Service user satisfaction: measuring satisfaction levels among service users, e.g. patients, citizens, victims; surveys and feedback mechanisms

Legal and regulatory targets: role of regulatory bodies, e.g., His Majesty's Inspectorate of Constabulary, fire and rescue Services, standards for service delivery and ensuring compliance

Police and crime commissioners (PCCs): police complaints body, Independent Police Complaints Commission (IPCC)/Office of Police Conduct Inspectorates, e.g. His Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS)

Public authorities: e.g. police or fire and rescue, Independent Monitoring Board

For prisons: HM Inspectorate of Prisons (HMIP)

Government departments, e.g. Ministry of Justice, Home Office, Ministry of Defence, Quality Care Commission (QCC), NHS, ambulance, defence medical services, Defence Medical Services Regulator (DMSR)

Other organisations: pressure groups, civil society organisations.

Accountability mechanism:

Internal audits: track financial spending, resource allocation, operational efficiency

External oversight: the role of oversight bodies, e.g. parliamentary committees and public inquiries, in ensuring transparency and accountability

Public inquiries and investigations: e.g. high-profile failures or incidents.

Quality control and improvement:

Data collection and analytics: e.g. use of data to monitor trends, identify inefficiencies and develop strategies for improvement

Continuous professional development (CPD): ongoing training for public service professionals ensures high standards of service delivery

Use of technology: the increasing role of digital technologies, e.g. body-worn cameras, healthcare IT systems in ensuring quality and accountability.

LO4 **Evaluate the future challenges and threats faced by public services and their impact**

Emerging threats:

Climate change: e.g. climate-related incidents like flooding, wildfires, extreme weather events, need for an emergency response

Cybercrime: cyberattacks on national infrastructure, e.g. ransomware, denial of service, malware infections, data crime (business data, personal data, exfiltration events)

Terrorism: e.g. domestic threats, international threats, evolution of tactics

Geopolitical threats: international crises, e.g. conflicts, wars, refugee movements, increased foreign aid, increased border security

Health threats: future pandemics, public service preparedness, crisis management, inter-agency collaboration.

Demographic challenges:

Ageing population: the increasing demand on public services including healthcare services, e.g. NHS, welfare organisations and emergency response, e.g. ambulance and paramedic services, social services

Workforce shortages: e.g. recruitment challenges, retention of trained staff, skills shortages, digital literacy and impact of high-stress roles, e.g. policing, firefighting, healthcare

Strategies to mitigate staff shortages including incentives, e.g. financial, holidays, benefits packages, better work-life balance, hybrid working, targeted recruitment programmes

Migration and cultural diversity: needs of diverse populations, including non-English speakers and migrant communities, e.g. culturally appropriate services, multilingual staff and recruitment from diverse communities.

Technological challenges:

Artificial Intelligence (AI) to improve decision making: e.g. resource allocation predictive policing, dynamic triage, fire scene assessment, AI-driven surveillance tools

Automation: transforming emergency services, e.g. automated dispatch systems, patient check-in systems, wearable technology

Drones and robotics: use of drones, e.g. in search and rescue missions, disaster relief, border security, scene assessment and use of robotics, e.g. robotic firefighters and bomb disposal, environmental monitoring and assessment, e.g. air quality, temperature, radiation levels

Big data and predictive analytics: prediction of crime hotspots, manage public health resources, optimise response times, ethical implications of data use including privacy concerns and data security, relative legislation including UK GDPR, Privacy and Electronic Communications Regulations (PECR)

Challenges: fewer staff, difficulties in recruiting new staff, higher skills requirements, low morale, redundancies, public perception, continued staff training/CPD, indirect discrimination and, reputation.

Economic challenges:

Budget cuts: continued delivery of public services, reduced financial resources, impact of austerity on public services, e.g. on staffing, resources and service delivery.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the roles and responsibilities of the different sectors within public services and how they are governed</td><td rowspan="5">LO1 and LO2

D1 Evaluate the responsibilities of public services and their governing bodies in supporting service users and communities.</td></tr>
<tr><td>P1 Explain the roles and responsibilities of different sectors within public services.

P2 Describe various ways in which the different public service sectors are governed.</td><td>M1 Assess the roles and responsibilities of public services and their governing bodies in supporting service users and communities.</td></tr>
<tr><td colspan="2">LO2 Explain the structures and funding models of the public services</td></tr>
<tr><td>P3 Explain the structures of public services, including emergency services, security services and government bodies.

P4 Discuss the main funding sources for key public services.</td><td>M2 Analyse how the different funding models impact the delivery and effectiveness of public services.</td></tr>
<tr><td colspan="2">LO3 Analyse the targets, accountability measures and quality checks used to assess public service performance</td></tr>
<tr><td>P5 Identify the key performance metrics used to assess public service effectiveness.

P6 Describe how public services ensure quality and accountability through data and audits.</td><td>M3 Assess the role of accountability mechanisms in maintaining quality and ensuring the effective use of resources in public services.</td><td>D2 Evaluate the effectiveness of current performance metrics and accountability measures, making recommendations for improvement.</td></tr>
<tr><td colspan="2">LO4 Evaluate the future challenges and threats faced by public services and their impact</td><td rowspan="2">D3 Evaluate the future challenges and threats faced by public services and how these may change their operations.</td></tr>
<tr><td>P7 Investigate the range of potential threats faced by public services.

P8 Discuss the future challenges faced by public services and how these may change their operations.</td><td>M4 Assess the future challenges and threats faced by public services and how these may change their operations.</td></tr>
</table>

Recommended Resources

Textbooks

Lethbridge, J. (2019). *Democratic Professionalism in Public Services*. Bristol: Policy Press.

Osborne, S. P. (2020). *Public Service Logic: Creating Value for Public Service Users, Citizens, and Society through Public Service Delivery*. Abingdon, Oxon; New York, NY: Routledge.

Rosenbloom, D. H., Kravchuk, R. and Clerkin, R. (2008) *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. McGraw-Hill Humanities/Social Sciences/Languages, Abingdon, Oxon; New York, NY: Routledge.

Sarter, E. K. and Cookingham Bailey, E. (2023). *Understanding Public Services*. Bristol: Policy Press.

Websites

www.apccs.police.uk	The Association of Police and Crime Commissioners (General reference)
www.college.police.uk	College of Policing (General reference)
www.gov.uk	Government services and information (General reference)
www.local.gov.uk	Local Government Association (General reference)
www.nao.org.uk	National Audit Office (General reference)
ourworldindata.org/technological-change	Our World in Data – research and data (General reference)
publications.parliament.uk/pa/ld200203/ldselect/ldeconaf/5/504.htm	United Kingdom Parliament – publications, records and research. (General reference)
www.un.org	United Nations (General reference)

Journals and articles

Hartley, J. (2016). *Public Money & Management Innovation in Governance and Public Services: Past and Present*. [online]. Available at doi: www.researchgate.net/publication/4779518_Innovation_in_Governance_and_Public_Services_Past_and_Present.

Lapuente, V. and Van de Walle, S. (2020). 'The effects of new public management on the quality of public services', *Governance*, [online] 33(3), pp.461–475. Available at doi: doi.org/10.1111/gove.12502.

Smith, P. C. and Street, A. (2005). 'Measuring the Efficiency of Public Services: The Limits of Analysis', *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 168(2), pp.401–417. Available at doi: doi.org/10.1111/j.1467-985x.2005.00355.x.

Links

This unit links to the following related units:

Unit 404: Planning a Public Services Project

Unit 408: Emergency Management

Unit 412: Crime Reduction

Unit 414: Government and Politics

Unit 423: Sustainability in Public Services

Unit 512: International Institutions and Public Services.

 © Pearson Education Limited 2025

Unit 402: Mental Health and Wellbeing

Unit code: **Y/651/4687**

Unit level: **4**

Credit value: **15**

Introduction

Mental health and wellbeing are critical components for professionals working in public services such as police, fire and rescue, and emergency services; they can be more at risk of suffering from poor mental health and wellbeing. These roles can involve high levels of stress, physical exhaustion and exposure to traumatic events. Workers can be less likely to seek support, which can lead t them to contemplate leaving their job or suffer from poor mental health and wellbeing. This unit is designed to provide students with a comprehensive understanding of both mental and physical issues pertinent to these demanding careers. The unit will equip students with skills and knowledge that will help them maintain their own health and wellbeing. The unit will also help students to support their colleagues and make them aware of the sources of support available.

The primary aim of this unit is to explore the various aspects of mental health and wellbeing that are crucial for individuals in the public services. Students will investigate mental health topics such as stress management, coping mechanisms and resilience. They will study physical health subjects related to mental health, including fitness and nutrition. By integrating these two dimensions of health, students will be prepared to face the unique challenges inherent in public services, fostering a holistic approach to personal and professional wellbeing. They will address strategies that can be used to promote positive mental health and wellbeing for individuals, families and communities. Each topic is designed to build on the previous one, providing a cohesive and progressive learning experience.

On successful completion of this unit, students will have developed a robust set of skills related to mental health and wellbeing in public services and will have also developed their independent and collaborative research skills. They will be able to identify and address mental health issues, implement effective stress management strategies and maintain physical fitness. These skills are directly linked to employment opportunities in public services, providing students with a competitive edge and ensuring they are well prepared to support both their own and their colleagues' mental health and wellbeing.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Discuss the key factors affecting mental health and wellbeing in public services

LO2 Review employer and employee strategies to encourage positive mental health and wellbeing in a public service workplace

LO3 Develop a personal mental health and wellbeing plan tailored to the demands of an identified public service

LO4 Review the effectiveness of the plan in promoting positive mental health and wellbeing in a public service workplace.

Essential Content

LO1 Discuss the key factors affecting mental health and wellbeing in public services

Understanding mental health:

Definition of mental health and wellbeing, characteristics, and importance of good wellbeing and resilience

Mental health concepts: e.g. state of wellbeing, coping with stress, working productively, contributing to the community, importance of mental health on effectiveness (including personal and professional).

Social and psychological factors:

Factors influencing mental health and wellbeing: e.g. impact of physical illness and disability, influence of family and socialisation, community, education, social class, employment/unemployment, social network and relationships

Psychological factors affecting mental health and wellbeing: e.g. life experiences – positive and negative.

Common mental health issues:

Issues in public services: e.g. post-traumatic stress disorder (PTSD), anxiety, depression; symptoms, causes, and impact of these conditions on individuals' lives and work performance

Impact of trauma, including individuals, families, groups, workers, colleagues, service, people receiving support, service users.

Stress and risk factors:

Sources of stress: life events, work events, e.g. workload, pressure, location, commute time, workplace bullying and harassment, changing job roles, new technologies, management of complaints, poor management, external factors beyond control, risk of redundancy, unreasonable deadlines

Risk factors: e.g. burnout, increasing workload, job dedication, long working hours, few holidays

Stressors specific to public services: e.g. exposure to traumatic events, high-stakes decision making, shift work, physical danger

Impact on mental health: early signs of stress, e.g. behavioural changes, unpredictable or unsafe behaviour, substance use, addiction (e.g. alcohol), illegal substance misuse, changes in mood, depression, anger, weight changes

Importance of early experiences: e.g. childhood experiences that can affect lifelong development and the possible effects on employment in the civil protection roles, e.g. anxiety, stress and depression.

Benefits of protecting mental health and wellbeing:

Benefits to the public services: e.g. less sickness, reduced cost, reputation, public benefits, e.g. perception, improved services, faster response times

Benefits to individuals:, e.g. improved quality of mental health and wellbeing, less reduction in pay, motivation, length of service; protecting cognitive wellbeing, maintaining social networks and relationships, maintaining independence

Impacts of early intervention: prevention of or reduction in impact of ill-health, improvement in outcomes

Post-employment: retirement, e.g. planning effectively and physical activity for older adults.

LO2 **Review employer and employee strategies to encourage positive mental health and wellbeing in a public service workplace**

National strategies and support:

Building resilience: e.g. campaigns, self-help toolkit

Support services offered: e.g. counselling, talking therapies, cognitive behavioural therapy (CBT), health services support, e.g. mental health services, general practitioner support, medication.

Mental health and wellbeing legislation and policies:

Legislation: e.g. equality legislation, disability discrimination legislation, workplace mental health and wellbeing policy

Workplace policies: e.g. flexible working, training for line managers, training for colleagues, policy requirements including available support, time-off requests, return-to-work process, confidentiality, employee concerns, policy review schedule

Worker protection: e.g. workload/nature of work, effective supervision and leadership.

Employer strategies:

Internal support systems: e.g. employee assistance programmes (EAPs), peer support groups, mental health first aiders, contacting HR, mental health counselling, crisis intervention services, ease of access, usage monitoring for further intervention, occupational health assessments

Management training: including recognising employee stress, awareness of support mechanisms

Interventions: e.g. reduced hours, reduced workload, sabbatical, moving teams, offering courses, e.g. building resilience, mindfulness and recognising stress

External support: e.g. charities, NHS services, financial services, training providers, nutritional and activity specialists.

Employee strategies:

Building self-esteem and confidence: e.g. stress management, relaxation, physical activity, e.g. yoga, zen, gym, mindfulness, meditation, lifestyle, diet, complementary therapies, relaxation techniques and time management

Social media strategies, including mental health promotion (e.g. use of apps, campaigns, chat groups, support groups), positive and negative impact of social media

Practical strategies: e.g. developing social support networks, practising self-care, regular exercise, healthy diet and regular sleep patterns.

LO3 **Develop a personal mental health and wellbeing plan tailored to the demands of an identified public service**

Wellbeing programme components:

Key principles and components of effective wellbeing programmes: holistic approach, comprehensive assessment, education and awareness, supportive environment

Programme objectives: goal setting (e.g. reducing stress, improving employee satisfaction, enhancing overall wellbeing, return to work, education, self-awareness, understanding and adoption of healthy behaviours, values, beliefs and attitudes)

Programme resources: professional support, counselling, resources for maintaining mental capacity

Unique needs and challenges of public service workers in programme design: resilience, communication, workload, interaction with public, financial restrictions, deadlines

Adherence strategies: feedback mechanisms (e.g. questionnaire, interview, meetings, emails), regular progress review, programme monitoring

Interpreting and analysing data, including programme impact, programme success, programme customisation and further interventions.

Cost implications:

Cost to employer: e.g. sick pay, temporary staff requirements, lower productivity; cost of intervention, e.g. counselling sessions, external services, equipment, scheduling impact, e.g. shifting workload, changing teams, changing job roles, work commitments, deadline impact

Cost to employee: e.g. loss of salary, motivation and life impact, e.g. family, social, resilience, sleep.

Wellbeing programme delivery planning:

Goal setting: identify overall objective, e.g. work-return strategies (full, phased, permanent reduced hours), reduced responsibilities, identify objectives, e.g. setting realistic and achievable goals (SMART targets), target milestones

Risk assessment: stressor identification, identify workplace factors, e.g. high workload, inadequate support systems, employee participation in the plan including full, partial, non-participation, and mitigation strategies, e.g. regular mental health check-ins, flexible working options, manager training (e.g. stress identification, stress reduction techniques)

Employer commitments: modified working patterns (e.g. work/life balance, hybrid working, remote working, work loading, working hours), specific interventions, e.g. counselling, CBT, support services, assessment of current responsibilities, structured employee meetings including focus of meeting, evidence gathering, assessment of objectives, plan review

Employee commitments: e.g. time-management skills and incentives, nutrition control (including food, alcohol) physical activity, costs and other commitments, current health and wellbeing levels, e.g. diet, lifestyle choices, building resilience, self-reflection strategies (including logs, diaries, charts), communication, e.g. email, SMS, regular meetings with manager/team leader

Strategy assessment including target monitoring, milestone monitoring, review of targets and milestones based on progress

Making personal plan to enhance own mental health and wellbeing: e.g. diet, lifestyle choices, building resilience

Key Performance Indicators (KPIs): KPIs that reflect mental health outcomes, e.g. employee stress levels, absenteeism rates, percentage of working hours, survey data on wellbeing and workplace satisfaction.

LO4 **Review the effectiveness of the plan in promoting positive mental health and wellbeing in a public service workplace**

Objective review:

Alignment with mental health and wellbeing goals: Did the plan align with identified goals, e.g. reducing stress, improving employee satisfaction, enhancing overall wellbeing? Objective purpose includes clarity and achievability, and directly contributes to positive mental health

Scope and specificity: Did the plan include all required aspects, e.g. support systems, training, resources? Was anything omitted, e.g. work-life balance initiatives, stress management?

Stakeholder review:

Relevant stakeholders: employees, team leaders, senior management. Were key stakeholders engaged, including employees and managers? Gathering feedback, review schedule (e.g. daily, weekly, monthly), adaptation of schedule as appropriate

Communication: Was communication transparent, e.g. free, open, confidential, accessed only by relevant stakeholders?

Timeline review:

Timeline assessment: success of plan delivery, e.g. phased implementation, gradual implementation, total implementation; review of ongoing support, e.g. regular check-ins, resilience workshops, counselling/support sessions

Plan flexibility assessment: e.g. allowed for adjustments, responded to employee needs, responded to employee feedback, responded to changing workplace needs, responded to changing employee needs.

Performance assessment:

KPI review: data analysis and collection, comparison of data against KPI, relevance of identified KPIs in mental health and wellbeing

Plan review against relevant components including aims and objectives, timelines, employee mental health levels, employee wellbeing levels, KPIs, success criteria

Future recommendations: use of feedback and evaluation, continuous improvement and refinement of interventions, identification of new interventions.

Legal and ethical assessment:

Legal assessment: compliance with legal and regulatory requirements including mental health and wellbeing

Ethical assessment: privacy and confidentiality assessment including employees and employer, secure storage and processing of sensitive data including legal obligations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss the key factors affecting mental health and wellbeing in public services		
P1 Discuss the key factors affecting mental health and wellbeing in the public services. **P2** Discuss the benefits of maintaining positive mental health and wellbeing among employees in the public services.	**M1** Analyse the key factors affecting mental health and wellbeing in an identified public service.	**D1** Evaluate the factors that can influence and impact the mental health and wellbeing on employees in an identified public service.
LO2 Review employer and employee strategies to encourage positive mental health and wellbeing in a public service workplace		
P3 Describe a range of strategies available to a public service employer that will encourage positive mental health and wellbeing in a public service workplace. **P4** Discuss a range of strategies available to a public service employee that will encourage positive mental health and wellbeing in a public service workplace.	**M2** Analyse a range of employer and employee strategies to promote positive mental health and wellbeing in an identified public service.	**D2** Evaluate the effectiveness of a range of employer and employee strategies that promote positive mental health and wellbeing in an identified public service.

Pass	Merit	Distinction
LO3 Develop a personal mental health and wellbeing plan tailored to the demands of an identified public service		
P5 Discuss the key components of a personal mental health and wellbeing plan for a public service employee. **P6** Develop a personal mental health and wellbeing plan tailored to the demands of an identified public service role.	**M3** Develop an effective personal mental health and wellbeing plan tailored to the demands of an identified public service role that can respond to a range of changing requirements.	**D3** Justify the importance of the plan to promote positive mental health and wellbeing in an identified public service, including the selection of the recommended objectives, strategies and milestones.
LO4 Review the effectiveness of the plan in promoting positive mental health and wellbeing in a public service workplace		
P7 Review, with a range of relevant stakeholders, the effectiveness of the plan in promoting positive mental health and wellbeing in an identified public service workplace. **P8** Discuss, using the feedback obtained, strategies and recommendations for future developments of the mental health and wellbeing plan of an identified public service workplace.	**M4** Evaluate the effectiveness of the plan and future developments in promoting positive mental health and wellbeing in an identified public service workplace.	**D4** Analyse the risks to your personal plan to maintain good mental health and wellbeing.

Recommended Resources

Textbooks

Gilmartin, K. M. (2002). *Emotional Survival for Law Enforcement: A Guide for Officers and Their Families*. Tucson, Ariz.: E-S Press.

Kinder, A., Hughes, R. and Cooper, C. L. (2022). *Occupational Health and Wellbeing*. Available at doi: doi.org/10.4324/9781003172895. London: Routledge

McDaniel, J. L. M., Moss, K. and Pease, K. (2023). *Policing and mental health*. Abingdon, Oxon; New York, NY: Routledge

Moran, S. (2022). *Managing Employee Burnout*. New York, NY: Kogan Page.

Websites

andysmanclub.co.uk	Andysmanclub – men's suicide prevention charity (General reference)
www.cipd.org/uk/knowledge/factsheets/stress-factsheet	Chartered Institute of Personnel – stress in the workplace (General reference)
college.police.uk/support-forces/health-safety-welfare/wellbeing	College of Policing – support and advice for police forces and other related stakeholders (General reference)
www.hse.gov.uk	Health and Safety Executive (General reference)
www.mind.org.uk	Mind – mental health charity (General reference)
www.nhs.uk	National Health Service – health and wellbeing (General reference)
www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating	National Health Service – information and guidance about eating a healthy, balanced diet (General reference)

www.nice.org.uk/guidance/lifestyle-and-wellbeing/mental-health-and-wellbeing	National Institute for Health and Care Excellence – mental health and wellbeing (General reference)
www.ptsduk.org	PTSD – charity raising awareness of post-traumatic stress disorder. (General reference)
www.redcross.org.uk/get-help/get-help-with-loneliness/wellbeing-support/self-kindness-toolkit	Red Cross, international aid organisation – support with loneliness and social isolation (General reference)
www.samaritans.org/how-we-can-help/contact-samaritan	Samaritans – charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. (General reference)
www.thecalmzone.net	Campaign Against Living Miserably – suicide prevention charity (General reference)
togetherwomen.org/adult-health-wellbeing	Together Women – supports women and girls across the North of England, focuses on women who are involved in or at risk of entering the criminal justice system (General reference)

Journals and articles

Charman, S. and Bennett, S. (2021). 'Voluntary resignations from the police service: the impact of organisational and occupational stressors on organisational commitment', *Policing and Society*, 32(2), pp.1–20. Available at doi: doi.org/10.1080/10439463.2021.1891234.

Lawn, S., Roberts, L., Willis, E., Couzner, L., Mohammadi, L. and Goble, E. (2020). 'The effects of emergency medical service work on the psychological, physical, and social well-being of ambulance personnel: a systematic review of qualitative research', *BMC Psychiatry*, [online] 20(1), pp.1–16. Available at doi: doi.org/10.1186/s12888-020-02752-4.

 © Pearson Education Limited 2025

Muscaritoli, M. (2021). 'The Impact of Nutrients on Mental Health and Well-Being: Insights From the Literature', *Frontiers in Nutrition*, [online] 8(8). Available at doi: doi.org/10.3389/fnut.2021.656290.

Regehr, C., Carey, M. G., Wagner, S., Alden, L. E., Buys, N., Corneil, W., Fyfe, T., Matthews, L., Randall, C., White, M., Fraess-Phillips, A., Krutop, E., White, N. and Fleischmann, M. (2019). 'A systematic review of mental health symptoms in police officers following extreme traumatic exposures',. *Police Practice and Research*, 22(1), pp.1–15. Available at doi: doi.org/10.1080/15614263.2019.1689129.

Links

This unit links to the following related units:

Unit 401: Exploring Public Services

Unit 409: On-scene Emergency Response

Unit 520: Human Resources and Public Services.

Unit 403: Equality, Diversity, Inclusion and Ethics

Unit code: A/651/4688

Unit level: 4

Credit value: 15

Introduction

The public services sector plays a crucial role in upholding the values of equality, diversity, inclusion and ethics. Whether in emergency services, government, security, or welfare services, promoting fairness and ethical behaviour is essential in serving diverse communities and fostering trust.

This unit aims to equip students with a deep understanding of how legislation, organisational policies and ethical considerations work together to support equality, fair treatment and ethical decision making within public services.

In addition to focusing on equality, diversity and inclusion (EDI), this unit introduces the concept of ethics, encouraging students to explore the moral principles that guide behaviour in public service roles. Students will critically examine the relationship between ethics, EDI and public service operations, understanding how values shape the actions and decisions of professionals.

On completion of this unit, students will have obtained a thorough understanding of the legislation that is currently relevant to EDI considerations today. By looking practically at EDI policies used in public services, they will gain an appreciation of the requirements of what needs to go into a modern EDI policy. In designing their own EDI policy for a public service, students will have the chance to apply the theoretical and legislative knowledge of EDI considerations. This unit will equip students for a role within public services, such as Human Resources Manager, Counsellor, Policy Advisor and EDI Officer.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the key definitions and characteristics of discriminatory behaviour and the role of ethics

LO2 Discuss how promoting EDI and ethical behaviour benefits the work of public services

LO3 Review the effectiveness of current legislation and organisational policies that support EDI within a range of public services

LO4 Develop an effective EDI policy for an identified public service scenario.

Essential Content

LO1 Examine the key definitions and characteristics of discriminatory behaviour and the role of ethics

Definitions:

Equality, diversity, inclusion.

Discriminatory behaviour:

Definitions and origins: e.g. how bias, prejudice, and discrimination develop, impact on individuals and society, stereotypes and cultural context in shaping discriminatory behaviour

Types of discrimination, the difference between direct and indirect discrimination, harassment, and victimisation

Impact on public services, the effects of bias on service delivery, recruitment and workplace culture in public services

Prejudice: e.g. unfair feeling or dislike for a person or group because of race, sex, religion, etc.

Bias: e.g. a tendency to believe that some people, ideas, etc., are better than others, which can result in treating some people unfairly

Bias types: e.g. confirmation bias, attraction bias, conformity bias, affinity bias, contrast effect, halo and horns effect, attribution bias, authority, age, gender, name bias.

Ethical principles in public services:

Definition of ethics and ethical principles: e.g. integrity, honesty, fairness and accountability, their importance in public services

Ethical dilemmas: e.g. situations where ethical principles may conflict with practical considerations in public service roles, e.g. balancing law enforcement with individual rights

Professional ethics: e.g. professional codes of ethics in public services, e.g. policing, healthcare and government, and their role in guiding behaviour.

LO2 **Discuss how promoting EDI and ethical behaviour benefits the work of public services**

Benefits of EDI in public services:

Service delivery: e.g. service outcomes improvement, innovation, enhanced decision making within public services, improved reputation, employer of choice, fewer grievances and less staff sickness, more cost effective

Employee morale and retention: e.g. greater employee satisfaction, retention and productivity, staff feedback, rewards and recognition

Public trust and accountability: e.g. positive initiatives and media reporting, case studies to promote good practice, strengthening public trust and service users, accepting accountability to regulatory bodies and watchdogs.

Addressing challenges and barriers:

Identifying potential barriers: analysis of systemic barriers and microaggressions within public services; understanding the impact of organisational culture on EDI efforts; identification of structural inequalities and biases

Strategies for overcoming barriers: solutions for mitigating resistance to change, such as storytelling to humanise EDI efforts, leadership modelling of inclusive behaviours, resource allocation, prioritisation of mental health and wellbeing

Building an inclusive culture: recognition programmes for EDI achievements, inclusive language guides, regular celebration of cultural heritage events, innovative programmes like reverse mentoring (where junior staff from diverse backgrounds mentor senior staff), affinity groups for peer support.

LO3 **Review the effectiveness of current legislation and organisational policies that support EDI within a range of public services**

Equality and diversity legislation:

Key laws: e.g. The Equality Act 2010, Race Relations Act 1976, Sex Discrimination Act 1975, Human Rights Act 1998, Employment Equality (Age) Regulations 2006

Human rights legislation: the role of the Human Rights Act in promoting ethical treatment and protecting fundamental rights

Codes of conduct for public service roles: e.g. those outlined by the College of Policing, the NHS, and the Civil Service Code

Advisory services and the role of organisations: e.g. Advisory, Conciliation and Arbitration Service (Acas), Citizens Advice Bureau (CAB), Equality and Human Rights Commission (EHRC), Liberty Human Rights in advising on ethical issues, fairness, and equality.

Organisational policies and ethical frameworks:

Ways that public services organisations integrate equality, diversity, inclusion and ethics into their workplace: e.g. policies, recruitment processes, and customer service standards

Ethical frameworks: e.g. utilitarianism – what is morally right is what generates the best outcome for the largest number of people

Rights-based ethics: what is moral is that which is in accord with everyone's rights

Care-based ethics: what is moral is that which promotes healthy relationships and the wellbeing of individuals and their interdependence

Examples of organisational polices: e.g. civil service values, the British Army values and standards, Police Code of Ethics

Examples of organisational policies to support equality, diversity and inclusion: e.g. The Police Equality, Diversity and Inclusion (EDI) Strategy, The British Army Values and Standards, The Fire and Rescue Service, HeForShe movement, The Ambulance Service Equality, Diversity and Inclusion Plan

Anti-discriminatory practices and initiatives: e.g. diversity training, grievance procedures in place and communicated to employees, inclusive recruitment practices in public services

Ethical decision making, ethical frameworks: e.g. utilitarianism, deontology and virtue ethics, their application in decision-making processes within public services

Impact on public services: e.g. ethical behaviour influences service quality, employee relations, public trust in public services organisations.

Assessment of EDI policies:

Representation and diversity of workforce: e.g. race, ethnicity, gender, age, disability, other relevant characteristics; tracking demographics including level, department, sector

Pay: identification of pay gaps, e.g. age, gender, skill, race, protected characteristics; assessing pay equity, compensation structures

Employee satisfaction: surveys, feedback, questionnaires, workplace perception including climate, inclusivity, opportunities for advancement; participation in EDI events

Talent acquisition and retention: diversity of applicant pool, interviewees, new hires; equal access opportunities; retention rates among diverse employees; assessment of inclusive environment; assessment of long-term employee retention, reputation of public services, media reporting

Language changes: problematic phrase usage, gender tone, age appeal, inherent bias, unconscious bias

Standards of acceptable language used in the workplace: e.g. no inappropriate banter that may offend others

Bias and unconscious bias training for staff, leadership training on key EDI policies

Career development opportunities: participation in EDI training programmes; employee awareness of EDI, monitoring how diversity relates to CPD opportunities

Employee resource groups (ERGs): presence and effectiveness, impact on supporting a diverse workforce, sense of community.

LO4 **Develop an effective EDI policy for an identified public service scenario**

Components of an effective EDI policy:

Policy objectives: clear, actionable, aspirational goals, focus on creating an inclusive environment, eliminating discrimination, ensuring equitable opportunities, fostering a sense of belonging

Scope of the policy: definition of policy application (e.g. employees, service users, volunteers, contractors), coverage of areas such as hiring, service delivery, performance evaluations, promotions, and community engagement

Roles and responsibilities: specification of leadership, management, and staff responsibilities, inclusion of accountability measures, mentorship programmes, EDI champions or committees for advocacy and monitoring

Commitment to ongoing education: training programmes on unconscious bias, cultural competence, allyship, inclusive leadership, anti-racism, creative approaches to education, e.g. interactive workshops, storytelling, gamification

Utilise data-collection methods to analyse the composition and diversity of the workforce and community.

Implementation strategies:

Inclusive recruitment and retention: strategies for fair hiring processes, blind CV screening, diverse interview panels, mentorship programmes for underrepresented groups, creation of career pathways and succession planning for diverse talent

Accessibility and reasonable adjustments: consideration of both visible and invisible disabilities (e.g. neurodiversity, mental health), inclusive design principles for facilities, communication materials, and digital platforms, assistive technology, flexible working arrangements

Community engagement and representation: collaborations with diverse community organisations, outreach programmes to engage marginalised groups, co-creation initiatives with community stakeholders to design services that reflect diverse needs.

Monitoring, evaluation and continuous improvement:

Data collection and analysis: advanced analytics for real-time monitoring of EDI metrics (e.g. representation rates, promotion disparities, pay equity), regular audits and transparency reports to measure progress and identify trends

Feedback mechanisms: safe, anonymous platforms for feedback collection, inclusion of qualitative storytelling and lived experiences to understand challenges beyond numbers, opportunities for focus groups and listening sessions

Review and policy refresh: regular policy updates informed by new research, societal changes and feedback, agile approach to policy development, allowing for quick adaptations and incorporation of emerging EDI trends and technologies.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the key definitions and characteristics of discriminatory behaviour and the role of ethics</td><td rowspan="5">LO1 and LO2

D1 Evaluate the success of the promotion of EDI in the contemporary public services in countering the key characteristics of discriminatory behaviour.</td></tr>
<tr><td>P1 Review the key definitions and characteristics of discriminatory behaviour and ethics.

P2 Explain the importance of understanding discriminatory behaviour and ethical challenges within the public services.</td><td>M1 Analyse the impacts of bias, prejudice, discrimination and ethical challenges on public service operations.</td></tr>
<tr><td colspan="2">LO2 Discuss how promoting EDI and ethical behaviour benefits the work of public services</td></tr>
<tr><td>P3 Discuss how promoting equality, diversity and inclusion can benefit and protect the reputation of the public services.

P4 Explain how ethical behaviour can benefit the role, reputation and work of the public services.</td><td>M2 Justify the need for equality, diversity, inclusion and ethics in the public services workplace, including some of the challenges faced.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Review the effectiveness of current legislation and organisational policies that support EDI within a range of public services		**LO3 and LO4** **D2** Evaluate the effectiveness of the policy designed for a public service scenario, based on current legislative requirements and other public service policies.
P5 Discuss the current legislation relevant to EDI and ethical behaviour within the public services. **P6** Review a range of contemporary EDI policies within the public services, with reference to any relevant legislation.	**M3** Analyse the effectiveness of organisational policies and current legislation on employment and ethical behaviour in public services.	
LO4 Develop an effective EDI policy for an identified public service scenario		
P7 Describe the development of an EDI policy for an identified public service scenario, with reference to legislation and ethical behaviour. **P8** Review the policy with a range of identified stakeholders to identify a range of strengths, weaknesses and areas for improvement.	**M4** Justify the design of the effective EDI policy, based on current legislative and ethical requirements.	

Recommended Resources

Textbooks

Cunningham, G. B. (2023). *Diversity, Equity, and Inclusion at Work*. Abingdon, Oxon; New York, NY: Routledge

Fuller, P., Murphy, M. and Chow, A. (2020). *The Leader's Guide to Unconscious Bias: How to Reframe Bias, Cultivate Connection, and Create High-Performing Teams*. London, New York, Sydney, Toronto, New Delhi: Simon & Schuster UK.

Kumra, S. and& Manfredi, S. (2012). *Managing Equality and Diversity: Theory and Practice*. Oxford: Oxford University Press.

Websites

www.britishcouncil.org/about-us/our-values/equality-diversity-inclusion	Equality, diversity and inclusion (General reference)
www.cipd.org/uk/knowledge/factsheets/diversity-factsheet	Equality, diversity and inclusion (EDI) in the workplace (General reference)
www.equalityhumanrights.com	Equality and Human Rights Commission (General reference)
www.gov.uk/government/publications/ethics-in-practice-promoting-ethical-standards-in-public-life	Ethics in Practice: Promoting Ethical Standards in Public Life (General reference)

Journals and articles

Farndale, E., Biron, M., Briscoe, D. R. and Raghuram, S. (2015). 'A global perspective on diversity and inclusion in work organisations', *The International Journal of Human Resource Management*, 26(6), pp. 677–687. Available at doi: doi.org/10.1080/09585192.2014.991511.

Kirton, G. (2020). 'Diversity and inclusion in a changing world of work', *The Future of Work and Employment*, pp. 49–64. Available at doi: doi.org/10.4337/9781786438256.00011.

Özbilgin, M. F. and Erbil, C. (2023). 'Insights into Equality, Diversity, and Inclusion', *Contemporary Approaches in Equality, Diversity and Inclusion: Strategic and Technological Perspectives (International Perspectives on Equality, Diversity and Inclusion, Vol. 9*, pp. 1–18. Available at doi: doi.org/10.1108/s2051-233202300000009001.

Links

This unit links to the following related units:

Unit 407: Crime and the Media

Unit 413: Terrorism and Counterterrorism

Unit 414: Government and Politics

Unit 416: Modern Warfare and Conflict

Unit 420: Technology in Public Services

Unit 423: Sustainability in Public Services

Unit 505: Forensic Methods and Applications

Unit 511: Investigative Skills

Unit 515: Cyber Security

Unit 522: Leadership in Public Services.

Unit 404: Planning a Public Services Project (Pearson-set)

Unit code: D/651/4689

Unit level: 4

Credit value: 15

Introduction

This unit is assessed through 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 topical aspect of public services in the context of a professional environment.

The research process is a fundamental aspect of developing effective public services projects. Understanding the various methodologies, tools and techniques involved in research allows public service professionals to create informed, data-driven solutions to complex issues. This unit is designed to provide students with a comprehensive understanding of the research process, from the initial stages of project planning to the presentation of findings. By exploring different research methodologies and their applications, students will be equipped to develop and present solutions that address specific public services project briefs.

The aim of this unit is to give students an opportunity to demonstrate the research skills required for developing a deeper understanding of public services and the ability to use data and evidence to inform decisions. Students will undertake independent research and investigation of a theme set by Pearson. Based on these findings, students will use the outcomes to provide solutions to a public services brief that will then be presented with justifications.

On successful completion of this unit, students will have the confidence to engage in decision making, problem solving, research activities and project-planning tasks. They will have the fundamental knowledge and skills that will enable them to investigate and analyse public services concepts, and engage with stakeholders in a work-related, professional context to determine appropriate outcomes and solutions.

***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 a student will be able to:

LO1 Explain the fundamentals of the research process in relation to a given public services project brief

LO2 Describe different research methodologies and the purposes that they serve

LO3 Develop a solution for a given public services brief

LO4 Present the results of the public services project findings to an intended audience.

Essential Content

LO1 **Explain the fundamentals of the research process in relation to a given public services project brief**

Research methods, tools, and techniques:

Primary sources of information: e.g. talking first-hand to public services stakeholders, seeking advice from specialists in the industry to help deliver the research outcome

Secondary sources and access to data: e.g. accessing data from reliable public domain websites, government data sites and public services specific sites, following blogs or reading an electronic or physical journal, updates and news reports on the sector

Acknowledgement of copyright for any materials used

Methods of primary research: e.g. interviews, questionnaires, surveys, focus groups, workshops

Methods of secondary research: e.g. academic publications, industry data, published material

Use of qualitative and quantitative information and data sources

Selecting research methods used to gather data and information: e.g. qualitative vs. quantitative, descriptive vs. experimental, benefits, limitations of the research methods

Basic sampling approaches and techniques, including probability and non-probability sampling.

Stakeholders:

Stakeholder analysis and mapping of the public services industry to support level of impact and influence within the research undertaken

Diversity of stakeholders: e.g. community, professionals, emergency responders

Stakeholder influence and direction on the public services sector.

Data analytics in public services:

Data analysis to provide insight: e.g. crime statistics, emergency response times, community engagement metrics to inform operational and strategic decisions

Analysis software: different types of analysis software used in public services, e.g. predictive policing platforms, crime mapping software, emergency response data systems.

LO2 **Describe different research methodologies and the purposes that they serve**

Designing a research study:

The purpose of different methodological approaches, including case study, experiment, observation, survey, content analysis, mixed method, qualitative, quantitative.

Decisions about methodology:

The relationship between design and research topic

The purpose of experimental and applied research

Links between research questions, hypothesis, experimental and applied research.

Literature review:

The purpose of a literature review

Conducting a research review, including searching for relevant papers, evaluating sources and identifying themes and gaps, identify review format

The 5 Cs: citing, comparing, contrasting, critiquing, comparing.

LO3 **Develop a solution for a given public services brief**

Project requirements:

Project plan of requirements and solution/outcome deliverables to be produced, including timescales, time management, costs, stakeholder impact, risks and challenges.

Roles and responsibilities:

Purpose, number and function of different roles within the solution

Accountability, legal, professional and political responsibilities

Responding to change in society and with internal and external customers

Protecting/respecting diversity

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

Development of the solution:

Recommending potential solutions based on identified requirements and considering aims, stakeholders, costs, resources, legislation, manpower

Comprehensive project plans that address stakeholder requirements and expectations, impact analysis of proposed solutions.

Constraints:

Accountability, legal, professional and political responsibilities

Responding to change in society and with internal and external customers

Protecting/respecting diversity

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

Legislative constraints: e.g. management of legislation, e.g. Counter-Terrorism Act 2008, Counter-Terrorism and Security Act 2015.

Success criteria:

Key performance indicators (KPIs), performance metrics, quality metrics, targets to support effective public services delivery and enhancement of community safety.

LO4 **Present the results of the public services project findings to an intended audience**

Present and communicate project findings:

Audience awareness, including how to present to specialist and non-specialist audiences

Focus of the presentation and/or pitch, awareness of the environment and context.

Tools and techniques:

Tools and techniques to support, visualise and provide transparency and understanding of the solution, e.g. written report, research-focused, online resources, presentation slides, verbal

Project research, intended audience impact and influence, the method and medium when communicating project findings.

Justification of decisions:

Rationale for decisions made in the recommended solution and project plan, including use of research and data for the identified project

Justification of the decision-making process to include any contextual factors specific to the scenario brief.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the fundamentals of the research process in relation to a given public services project brief</td><td rowspan="5">LO1 and LO2

D1 Evaluate the application of the research process and selected methodology to the given public services project brief.</td></tr>
<tr><td>P1 Describe the core stages of the project planning process in relation to a given public services project brief.

P2 Explain the basics of the research process in relation to a given public services project brief.</td><td>M1 Analyse the effectiveness of the research process in relation to a given public services project brief.</td></tr>
<tr><td colspan="2">LO2 Describe different research methodologies and the purposes that they serve</td></tr>
<tr><td>P3 Describe the range of different research methodologies and their purposes.

P4 Select, with reasons, a research methodology for use in the given public services project brief.</td><td>M2 Justify the choice of the selected research methodology used in the given public services project brief.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Develop a solution for a given public services brief		**LO3 and LO4** **D2** Evaluate the success of the solution developed for a given public services brief, considering how well the solution meets the identified requirements, constraints and timescales.
P5 Produce a project plan for a given public services project brief that considers aims, impact, risks and challenges. **P6** Develop a solution, based on identified success criteria, for a given public services brief.	**M3** Justify the design decisions made, including why alternative options were rejected.	
LO4 Present the results of the public services project findings to an intended audience		
P7 Communicate appropriate project recommendations for specialist and nonspecialist audiences. **P8** Explain how the project outcomes were arrived at, considering a range of factors and alternatives.	**M4** Justify how the project outcomes were achieved and how this contributed to a successful solution.	

Recommended Resources

Textbooks:

Braun, V. and Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. London: Sage Publications.

Dawson, C. (2016). *100 Activities For Teaching Research Methods*. Los Angeles: SAGE.

Newton, R. (2024). *Project Management Step By Step: How to Plan and Manage a Highly Successful Project*. London: Pearson.

Websites

www.apm.org.uk	Association for Project Management (General reference)
assets.publishing.service.gov.uk/media/5a790afced915d0422067576/10-1257-guidelines-for-managing-projects.pdf	Department of Business Innovations and Skills, Guidelines for managing projects – How to organise, plan and control projects. (Report)
www.pmi.org.uk	Project Management Institute UK (General reference)

Journals and articles

Bansal, P., Smith, W. K. and Vaara, E. (2018). 'New Ways of Seeing through Qualitative Research', *Academy of Management Journal*, 61(4), pp. 1189–1195. Available at doi: doi.org/10.5465/amj.2018.4004.

Ika, L. A. and Munro, L. T. (2022). 'Tackling grand challenges with projects: Five insights and a research agenda for project management theory and practice', *International Journal of Project Management*, 40(6). Available at doi: doi.org/10.1016/j.ijproman.2022.05.008.

Links

This unit links to the following related unit:

Unit 502: Research Project.

Unit 405: Criminal Law and Justice Systems

Unit code: J/651/4690

Unit level: 4

Credit value: 15

Introduction

Criminal law and justice systems are the bedrock of societal order and regulation, delineating acceptable behaviour, ensuring justice and maintaining public security. A comprehensive understanding of these systems is essential for anyone pursuing a career in law enforcement, legal practice, public administration or other related fields. This unit provides an in-depth exploration of the principles of criminal law, the structure and function of justice systems, and the roles of various stakeholders in the criminal justice system.

Students will develop a thorough understanding of criminal law principles and the workings of justice systems. There will be exploration of the key components of criminal law, including notable legislation, court structures and the roles and responsibilities of essential agencies and professionals within the system. By critically evaluating the effectiveness of justice processes and examining contemporary challenges, students will gain the skills necessary to navigate and influence the criminal justice landscape.

The unit will cover essential topics such as the foundations and principles of criminal law, the organisation and operational working of criminal courts, the roles and responsibilities of law enforcement and legal professionals, and an evaluation of the effectiveness of the justice system. Students will examine case studies in order to analyse real-world applications, providing a practical understanding of criminal law and the justice system.

On completion of this unit, students will be able to demonstrate an understanding of how the courts and public organisations work together to help reduce criminal behaviour. Students will analyse a real-world case study to evaluate the effectiveness of the criminal justice system and relevant legislation in helping to reduce offending. This can lead to job roles at the Ministry of Justice, HM Courts and Tribunals Service, HM Prison and Probation Service and the Office of the Public Guardian.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Describe the main types and principles of criminal law

LO2 Explain the structure and workings of criminal courts

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

LO4 Assess the effectiveness of the criminal justice process in reducing offending.

Essential Content

LO1 Describe the main types and principles of criminal law

Types of law:

Civil law: concerns regarding private disputes between individuals or organisations

Criminal law: governs offences against the state and prescribes punishments

Common law: built on judicial precedent and case law

Statutory law: enacted by legislative bodies.

Principles of law:

Judicial precedent: the doctrine of stare decisis, ensuring consistency in legal decision across the court structure

Mens rea and *actus reus*: elements of criminal responsibility, a guilty mind and a guilty act

Burden and standard of proof: the obligation to prove allegations (in the case of criminal cases, beyond all reasonable doubt)

Defences to criminal liability: self-defence, justifiable use of force, insanity, mental incapacity to distinguish the difference between right and wrong, duress, coercion by threat or harm.

LO2 Explain the structure and workings of criminal courts

Magistrates court:

Summary offences: minor offences heard in magistrates court and the limitations of sentencing that can be passed

Triable either way offences: intermediate offences that can be tried in either magistrates or crown courts

Role and responsibilities: magistrates, legal advisors and laypersons.

Crown court:

Indictable offences: serious crimes tried by a judge and jury

Court personnel: judges, juries and legal counsel, court officers

Seriousness of offences: classification of offences and sentencing guidelines.

Court of Appeal:

Appeals process: hierarchy of the court system, the right to appeal and leave to appeal

Roles and functions: appellate jurisdiction and review of decisions made by lower courts.

Supreme Court:

UK supreme court: roles, purpose significance, relationship with Europe, European Court of Human Rights.

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

Public services:

Police: investigation, arrest, collection of evidence, the enforcement of public safety

Her Majesty's Courts and Tribunals Service (HMCTS): Court Administration and management

Crown Prosecution Service (CPS): decision-making capacities, review and prosecution of cases, multi-agency working practice with the police

His Majesty's Prison and Probation Service: incarceration and rehabilitation of offenders, supervision and support of offenders.

Related organisations:

Legal aid agency: provision of legal assistance to include the reduction of funding since The Legal Aid, Sentencing and Punishment of Offenders Act 2012

Victims and witness support services: aid for victims and witnesses of crime through the reporting and trial process, e.g. Victim Support, Rape Crisis, Women's Aid, Catch 22

Multi-agency working:

Multi-Agency Public Protection Arrangements (MAPPA): collaboration for managing high-risk offenders

Integrated Offender Management (IOM): coordinated efforts to reduce reoffending of all offenders

Multi-Agency Risk Assessment Conference (MARAC): collaboration to reduce the number of victims of domestic violence (including partners and children), monitoring and management of potential offenders.

LO4 **Assess the effectiveness of the criminal justice process in reducing offending**

Measures of performance:

Key performance indicators (KPIs): benchmarks for evaluating the criminal justice system and its performance, e.g. crime recorded to police decision, police referral to CPS, average days to case completion at crown court (including remanded in custody, not on remand, case complete), number of successful prosecutions, trials outstanding for one year or more

Reoffending rates: metrics for assessing recidivism and rehabilitation success, e.g. reoffending rates, average number of proven reoffences among reoffenders

Public perception and confidence: evaluation through the use of surveys and performance feedback

Crimes rates and detection rates: statistical measures of crime prevention and law enforcement efficacy, e.g. geographic (national, regional, local), type of crime (crime against households, homicide, drug misuse, violent crime, online crime, sexual offences, domestic abuse, harassment).

Effectiveness of crime reduction strategies:

Evidence-based practices: utilisation of crime data as well as relevant research to inform policy and practice

Local and national initiatives: analysing strategies and their impact, e.g. PREVENT, SmartWater, SARA, Offender and Market Disruption.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Describe the main types and principles of criminal law</td><td rowspan="4">LO1 and LO2

D1 Evaluate the operation of the criminal justice system using several identified offences and how they would be dealt with in law.</td></tr>
<tr><td>P1 Describe the types of law in the English Legal System.

P2 Explain the main principles relating to criminal law.</td><td>M1 Discuss the type and principles of law that apply to a range of offences.</td></tr>
<tr><td colspan="2">LO2 Explain the structure and workings of criminal courts</td></tr>
<tr><td>P3 Explain the structure of the magistrates and crown courts.

P4 Examine the route for appeal in the criminal court structure.</td><td>M2 Analyse how the court structure can be used for criminal proceedings.</td></tr>
<tr><td colspan="2">LO3 Explore the functions, roles and responsibilities of public services and related organisations involved in the criminal justice process</td><td rowspan="4">LO3 and LO4

D2 Evaluate the effectiveness of the public services and related organisations within the criminal justice systems at reducing offending, using specific case study data as an example.</td></tr>
<tr><td>P5 Describe the roles and responsibilities of a range of public services involved in the criminal justice process.

P6 Explain the roles and responsibilities of a range of related organisations involved in the criminal justice process.</td><td>M3 Explore how organisations involved in the criminal justice process work together, giving specific examples.</td></tr>
<tr><td colspan="2">LO4 Assess the effectiveness of the criminal justice process in reducing reoffending</td></tr>
<tr><td>P7 Outline the different ways the effectiveness of the criminal justice process can be measured.

P8 Explain how performance data can help measure the effectiveness of the criminal justice process.</td><td>M4 Analyse the use of KPIs and performance data in assessing the effectiveness of the criminal justice process.</td></tr>
</table>

Recommended Resources

Textbooks

Allbon, E. and Kaur Dua, S. (2024). *English Legal System*. 22nd Ed. London: Pearson.

Davies, M., Croall, H. and Tyrer, J. (2015) *Criminal Justice*. 5th Ed. London: Pearson.

Joyce, P. and Laverick, W. (2022). *Criminal Justice: An Introduction*. 4th Ed. Routledge.

Ormerod, D. and Laird, K. (2021). *Smith and Hogan's Criminal Law*. 16th Ed. Oxford: Oxford University Press.

Websites

www.cps.gov.uk/	Crown Prosecution Service (General reference)
www.nao.org.uk	National Audit Office (Research)
www.sentencingcouncil.org.uk	Sentencing Council (Data sets and guidelines)

Journals and articles

Garside, R. and Grimshaw, R. (2022). 'Criminal justice systems in the UK: Governance, inspection, complaints and accountability', *Centre for Crime and Justice Studies*. Available at: www.crimeandjustice.org.uk/sites/default/files/Criminal%20justice%20systems%20in%20the%20UK%2C%20August%202022.pdf.

Godfrey, B., Richardson, J. C. and Walklate, S. (2022). 'The Crisis in the Courts: Before and Beyond Covid', *The British Journal of Criminology*, 62, (4), pp. 1036–1053. Available at doi: doi.org/10.1093/bjc/azab110.

McAra, L. (2016). 'Can Criminologists Change the World? Critical Reflections on the Politics, Performance and Effects of Criminal Justice', *The British Journal of Criminology*, 57(4), pp. 767–788. Available at doi: doi.org/10.1093/bjc/azw015.

McPhee, D., Hester, M., Bates, L., Lilley-Walker, S. J., & Patsios, D. (2021). 'Criminal justice responses to domestic violence and abuse in England: an analysis of case attrition and inequalities using police data', *Policing and Society*, 32(8), pp. 963–980. Available at doi: doi.org/10.1080/10439463.2021.2003358.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 412: Crime Reduction

Unit 419: Third Sector and Public Services

Unit 503: Justice, Punishment and Rehabilitation

Unit 504: Serious and Organised Crime

Unit 519: Offender Management.

Unit 406: Theories of Crime

Unit code: K/651/4691

Unit level: 4

Credit value: 15

Introduction

Understanding crime requires a deep exploration of the various theories of criminal behaviour that attempt to explain why individuals commit crimes and how societies respond to crime. Criminology as a field draws on numerous theoretical frameworks, spanning from biological, psychological and sociological perspectives to more recent developments in critical, cultural and feminist criminology. These theories offer valuable insight into the causes of crime, the role of the criminal justice system and the complex relationship between the individual, society and criminal behaviour. Understanding the theories of crime can lead to job roles in, for example, the police, the probation service, the criminal justice system, youth justice and the wider fields of criminology.

The aim of this unit is to introduce students to the major theories of crime, providing them with the tools to analyse and evaluate these frameworks critically. It covers a range of explanations for crime, including biological, psychological, sociological and contemporary critical theories. Students will examine the relevance of these theories in explaining modern-day criminal phenomena such as cybercrime, white-collar crime and terrorism.

On completion of this unit, students will be able to demonstrate an understanding of the core theories of criminal behaviour and will see how these theories can be applied to a range of real-world case studies. Students will see how these theories help to shape crime prevention policies, law enforcement strategies and criminal justice interventions.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore key criminological theories that explain criminal behaviour

LO2 Assess the strengths and limitations of various criminological theories

LO3 Apply criminological theories to real-world crime scenarios

LO4 Evaluate the role of criminological theory in shaping criminal justice policies and practices.

Essential Content

LO1 Explore key criminological theories that explain criminal behaviour

Biological theories of crime:

Early biological explanations: criminality linked to physical characteristics and inheritance (e.g. Lombroso, Sheldon)

Modern biological theories: genetics, neurobiology, hormonal influences (e.g. MAOA gene, XYY syndrome), brain activity, biochemical factors in relation to criminal behaviour.

Psychological theories of crime:

Psychoanalytical theory: role of id, ego and superego in personality development, childhood conflicts and unconscious drives leading to deviance (e.g. Freud, Jung)

Cognitive and behavioural theories: learning theory and social learning theory (e.g. Bandura, Skinner), criminal behaviour as learned through observation and reinforcement

Personality traits and crime: connection between personality disorders (e.g. ASPD, psychopathy) and increased risk of offending.

Sociological theories of crime:

Merton's strain theory: crime as a response to societal pressures and inability to achieve culturally defined goals (e.g. education, job, financial security, prosperity, family)

Social disorganisation theory: breakdown of social institutions (including families, schools, communities) linked to increased crime (e.g. Chicago School, Shaw and McKay)

Becker's labelling theory: the process of labelling individuals as criminals, self-fulfilling prophecy, social reactions to deviance.

Contemporary theories:

Cohen and Felson's routine activity theory: importance of motivated offender, suitable target and absence of guardianship in crime occurrence

Critical criminology: Marxist perspectives, links between crime, power structures, economic inequality, exploitation

Feminist criminology: gender inequality, victimisation, focus on women's experiences of crime (e.g. domestic violence, sexual assault)

Cultural criminology: impact of media, culture, societal narratives on crime perception and deviance.

LO2 **Assess the strengths and limitations of various criminological theories**

Biological and psychological theories:

Strengths: emphasis on genetics, neurobiology, and mental health as contributing factors

Limitations: lack of consideration for social, economic and cultural contexts; deterministic explanations.

Sociological and contemporary theories:

Strengths: focus on societal structures, inequality, and community environments in shaping behaviour

Limitations: overemphasis on social influences, neglect of individual differences and psychological factors.

LO3 **Apply criminological theories to real-world crime scenarios**

Case study applications:

White-collar crime: application of strain theory, routine activity theory to crimes like corporate fraud, embezzlement, examining motivations and opportunities

Cybercrime: explanation of hacking, identity theft, online fraud through social learning theory, routine activity theory, social engineering, including deception, mimicry, threatening behaviour, social demographics

Terrorism and political crime: analysis of critical and cultural criminology, focus on power imbalances, social injustice, ideology

Blue-collar crime: randomisation, burglary, assault, gang-related behaviour.

Victimisation:

Use of victimology to assess vulnerability of groups based on societal factors like race, gender and socioeconomic status.

LO4 **Evaluate the role of criminological theory in shaping criminal justice policies and practices**

Criminological theories and policy development:

Deterrence and punishment: influence of rational choice theory, routine activity theory on law enforcement, crime prevention policies

Rehabilitation and restorative justice: application of psychological theories, labelling theory to policies aimed at rehabilitation, reintegration, and restorative justice

Community policing and crime prevention: impact of social disorganisation theory, broken windows theory on community policing, crime prevention models.

Challenges and criticisms of applying criminological theory to policy:

Potential for over-policing, discriminatory practices, criminalisation of marginalised groups

Need for integrated approaches, incorporating biological, psychological and sociological theories for effective, equitable policies.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore key criminological theories that explain criminal behaviour</td><td rowspan="5">LO1 and LO2

D1 Evaluate the relevance of criminological theory in explaining complex criminal behaviours.</td></tr>
<tr><td>P1 Discuss the key criminological theories.

P2 Explain how the key criminological theories explain criminal behaviour.</td><td>M1 Assess the effectiveness of the key criminological theories in explaining a range of criminal behaviours.</td></tr>
<tr><td colspan="2">LO2 Assess the strengths and limitations of various criminological theories</td></tr>
<tr><td>P3 Describe the strengths and limitations of biological and psychological theories.

P4 Discuss the strengths and limitations of sociological and contemporary theories of crime.</td><td>M2 Assess the strengths and limitations of the various criminological theories.</td></tr>
<tr><td colspan="2">LO3 Apply criminological theories to real-world crime scenarios</td><td rowspan="5">LO3 and LO4

D2 Evaluate the effectiveness of crime prevention strategies informed by various criminological theories.</td></tr>
<tr><td>P5 Identify, with reasons, a range of criminological theories that can be applied to two real-world scenarios.

P6 Apply the selected criminological theories to two real-world scenarios.</td><td>M3 Analyse the application of the identified theories to real-world crime cases.

M4 Justify the application of the selected criminological theories, explaining why other theories were rejected.</td></tr>
<tr><td colspan="2">LO4 Evaluate the role of criminological theory in shaping criminal justice policies and practice</td></tr>
<tr><td>P7 Explain how criminological theories have influenced criminal justice policies and practice.

P8 Discuss the challenges of applying criminological theory to criminal justice policies and practices.</td><td>M5 Assess the effectiveness of policies derived from sociological and psychological crime theories.</td></tr>
</table>

Recommended Resources

Textbooks

Cullen, F. T., Agnew, R., & Wilcox, P. (2021). *Criminological Theory: Past to Present*. 7th Ed. Oxford: Oxford University Press.

Newburn, T. (2017). *Criminology*, 3rd ed. Abingdon, Oxon; New York, NY: Routledge.

Siegel, L. J. (2018). *Criminology: The Core*. 7th Ed. Boston, Massachusetts: Cengage.

Websites

www.britsoccrim.org	British Society of Criminology (General reference)
www.crimeandjustice.org	Centre for Crime and Justice Studies (Research)
www.britannica.com/science/criminology	Britannica (General reference)

Journals and articles

Burt, C. H. (2020). 'Self-Control and Crime: Beyond Gottfredson and Hirschi's Theory'. *Annual Review of Criminology.* 3(1), pp. 43–73. Available at doi: doi.org/10.1146/annurev-criminol-011419-041344.

Croall, H. (1989). 'Who is the White-Collar Criminal?'. *The British Journal of Criminology*, 29(2), pp. 157–174. Available at doi: doi.org/10.1093/oxfordjournals.bjc.a047813.

Gottschalk, P. (2020). 'Convenience in white-collar crime: a case study of corruption among friends in Norway', *Criminal Justice Studies*, 33(4), pp. 413–424. Available at doi: doi.org/10.1080/1478601X.2020.1723084.

Moore, M. (2011). 'Psychological Theories of Crime and Delinquency', *Journal of Human Behavior in the Social Environment*, 21(3), 226–239. Available at doi: doi.org/10.1080/10911359.2011.564552.

Yildirimer, K. S. (2023). 'A Review of Sociological, Individual and Psychological Crime Theories'. Available at doi: doi.org/10.5281/zenodo.10044722.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 407: Crime and the Media

Unit 412: Crime Reduction

Unit 415: Crime and Substance Misuse

Unit 504: Serious and Organised Crime

Unit 516: Application of Sociological Theory in Public Services.

Unit 407: Crime and the Media

Unit code: L/651/4692

Unit level: 4

Credit value: 15

Introduction

The media has a profound influence on shaping public perceptions of crime and justice, often determining society's attitudes toward offenders, victims and law enforcement. Through a variety of formats, including news, television, social media and documentaries, the portrayal of crime can reinforce stereotypes, create moral panic and affect public trust in justice systems. This unit explores the close relationship between crime and the media, giving students the skills needed to analyse and address media narratives in the public services.

The aim of this unit is to enable students to critically examine the portrayal of crime in media, evaluate ethical issues in crime reporting and understand the societal and judicial related impacts of media narratives. By engaging with media theories and practical strategies, students will learn to assess how media can influence public perception, policy and law enforcement practices, and develop skills for effective media engagement in public services.

The unit includes an analysis of crime representation across media formats, ethical principles in crime reporting, and the application of media theories such as agenda setting and moral panic. Students will study methodologies for media content analysis and develop strategies for engaging the media in promoting crime prevention and awareness campaigns effectively.

By completing this unit, students will acquire the critical analysis and media strategy developmental skills essential for roles in law enforcement, media communications and public relations. Students will be aware of the complexities of media reporting on crime, ensuring ethical practices while helping to build trust between the public services and the communities they serve.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the reporting of crime in various media formats and its impact on public perception

LO2 Discuss the ethical issues in media reporting of crime and its influence on justice and societal attitudes

LO3 Review media theories and methodologies in relation to crime

LO4 Develop strategies for effective media engagement in public services, in relation to crime.

Essential Content

LO1 **Examine the reporting of crime in various media formats and its impact on public perception**

Crime in news media:

Traditional outlets' framing of crime incidents, story selection and prioritisation, language and imagery use, editorial angles

Sensationalism, biases, influence of ratings, advertising revenue impact, public fear creation.

Crime in social media:

Dissemination of crime-related information, citizen journalism, viral stories

User-generated content, misinformation, narrative amplification, citizen journalism, rapid spread of unverified reports, emotional appeals, engagement metrics, platform specific influences, algorithm driven narratives.

Crime in print media:

Crime reporting in newspapers and magazines, feature articles

Investigative journalism, editorial biases, political alignment, reader influence, credibility of sources.

Crime in documentary and true crime genres:

Role in shaping crime awareness and perceptions of criminal justice

Public fascination with crime stories, deep dives into criminal justice, case specific focus, courtroom processes, victim and offender presentation, influence on societal perceptions of law enforcement.

Sociological perspectives on crime narratives:

Construction of crime narratives: e.g. influence of societal values, norms, political agendas

Perpetuation of racial, ethnic and gender stereotypes in crime media

Cultural, demographic representations in crime-related content

Implications of negative portrayals: e.g. societal attitudes, enforcement distrust, community stigmatisation.

Impact of crime media representation:

Public perception of crime: e.g. fear of crime, creation of moral panics, community anxiety

Identity stereotyping: e.g. offenders, victims

Influence on public trust in the justice system and law enforcement

Ethical considerations: media's social responsibility to ensure accurate, balanced reporting, impact of biased narratives on public opinion and policy formation.

LO2 **Discuss the ethical issues in media reporting of crime and its influence on justice attitudes**

Media as agenda setter:

Legislative, policy priorities: e.g. media-driven focus on high-profile crime types, influence of media framing on lawmaker priorities, legislative responses to media campaigns (e.g. anti-terrorism laws, harsher sentencing for violent crimes)

Policies addressing gang violence or domestic abuse linked to publicised cases

Reactions to viral crime narratives: e.g. internet crimes, school shootings

Selective focus on crime types: e.g. violent crime vs. white-collar, cybercrime, underrepresentation of systemic issues, impact of sensationalism on resource allocation for crime prevention

Perceptions of police effectiveness:, e.g. positive media portrayals, reinforcement of police professionalism, negative scandal effects, misconduct coverage, excessive force narratives, differences in trust levels based on racial, cultural, socioeconomic contexts

Media-incident coverage and confidence in justice systems: e.g. high-profile cases coverage such as police shootings, wrongful convictions

Effects of investigative journalism exposing justice system flaws

Media's role in rallying public support for criminal justice reform.

Ethical principles in crime reporting:

Accuracy: e.g. fact checking to prevent dissemination of false information, consequences of inaccurate reporting on judicial outcomes, data verification tools

Fairness: e.g. avoidance of biased language that inflames public sentiment

Inclusion of multiple perspectives: e.g. offender context, victim advocacy

Ethical use of imagery in crime stories to avoid stigmatisation

Privacy: e.g. guidelines for respecting privacy during ongoing investigations, suspect naming before conviction, victim anonymity transparency vs family dignity.

Ethical challenges:

Sensationalism: e.g. use of provocative headlines to attract readership or viewership, risks of exaggerating minor offences to generate public outrage

Ethical balance between public interest and maintaining factual integrity

Victimisation and re-victimisation: e.g. exploitation of personal stories for media narratives, misrepresentation, oversimplification of victim experiences

Long-term consequences on victims' mental health, reputational harm

Commercial pressures: e.g. journalistic integrity vs. profitability, advertising revenue influence on crime story selection, maintaining neutrality under corporate sponsorships.

Press codes in crime reporting:

National guidelines, international guidelines, ethical journalism standards such as the International Federation of Journalists Global Charter of Ethics for Journalists

Variability in enforcement of press codes across jurisdictions

Influence of regulatory differences on cross-border reporting

Standards for ethical reporting: e.g. prohibitions on inciting violence or hate through crime narratives, requirements for fact-based reporting to support judicial integrity, implementation of accountability measures for breaches of ethical codes

Media watchdogs:, e.g. compliance monitoring with ethical codes, Ofcom, FCC

Public complaints investigation on media misconduct, penalties, corrective actions for ethical violations

Enforcement mechanisms: e.g. publicly accessible databases of media breaches and resolutions, collaboration with advocacy groups for balanced crime reporting, audits, assessments of media organisations' ethical compliance.

LO3 **Review media theories and methodologies in relation to crime**

A range of media theories, e.g.

Agenda-setting theory:

Media influence on public priorities by highlighting specific crime stories

Crime selection, emphasis of certain crimes over others

Role of editorial decisions in societal concerns, shaping and political discourse.

Framing theory:

Presentation of crime stories to direct public interpretation

Use of language, imagery, headlines to emphasise certain aspects

Framing effects on public perception of offenders, victims, law enforcement.

Cultivation theory:

Long-term exposure to crime-focused, media-shaping perceptions of societal danger

Development of a 'mean world syndrome', viewers' crime prevalence overestimation

Influence of persistent crime narratives on trust in justice systems.

Moral panic theory:

Media-driven amplification of fear around specific crimes or groups

Identification of 'folk devils', societal consequences

Historical examples such as drug epidemics panic, gang violence panic.

Methodologies for content analysis:

Quantitative analysis: e.g. frequency of crime types, language use, framing patterns

Qualitative analysis: e.g. narrative structure, stereotypes, ethical considerations

Comparative analysis across media formats, including news, social media, entertainment.

Frameworks for identifying thematic patterns:

Thematic categories:, e.g. crime types, offender profiles, victim representation, law enforcement portrayal

Structural elements: e.g. narrative framing, headline analysis, language tone, emotional appeals

Sociological indicators: e.g. stereotypes, gender roles, racial bias, cultural context

Analytical techniques:, e.g. manual coding, automated coding, qualitative data segmentation, frequency mapping

Evaluation criteria: e.g. accuracy in theme identification, inter-coder reliability, replicability of findings.

Software tools for media dataset analysis:

Text analysis tools: e.g. NVivo, ATLAS.ti, MaxQDA, Leximancer, thematic visualisation platforms

Visualisation tools: e.g. word clouds, trend mapping, network analysis graphs, heatmaps

Data sources: e.g. social media datasets, news archives, public crime reports, streaming content repositories.

LO4 **Develop strategies for effective media engagement in public services, in relation to crime**

Media campaign development:

Message creation: concise, impactful messages tailored to public service contexts, e.g. crime prevention, emergency response

Public service values incorporation:, e.g. safety, trust, accountability, community partnership

Risks: e.g. cybercrime, domestic violence, substance abuse.

Targeted audience segmentation:

Demographics: e.g. vulnerable populations, youth, elderly, marginalised communities

Messaging customisation: e.g. cultural, linguistic, regional preferences

Accessibility considerations: visual, auditory, language adaptations.

Social media strategies:

Platform-specific campaigns: e.g. Facebook for community engagement, X for quick updates, TikTok for creative awareness content

Use of live streams, polls, interactive Q&A sessions

Consistent branding: e.g. hashtags, slogans, visual identity across digital platforms.

Collaborative partnerships:

Engagement with local influencers, activists, public figures

Collaboration with community organisations and NGOs for grassroots-level penetration

Strategic alliances, such as businesses and sponsorships.

Integrated multi-channel outreach:

Traditional media utilisation: e.g. radio announcements, television public service announcements (PSAs), newspaper editorials

Digital media integration:, e.g. websites, apps, email

On-the-ground initiatives: e.g. posters, brochures, public events in high-traffic areas.

Trust and transparency:

Regular updates on public services' activities and successes

Clear communication during crises to maintain public confidence.

Interactive engagement:

Community forums, webinars for direct dialogue with public service representatives

Open comment sections on social media monitored for constructive feedback

Gamification elements, such as safety quizzes and interactive maps.

Public awareness initiatives:

Educational campaigns: e.g. safety protocols, emergency preparedness, crime prevention tips, success stories, special campaigns during critical periods.

Performance metrics and refinement:

Social media engagement: e.g. likes, shares, reach, sentiment analysis

Participation rates in campaigns, webinars, local events

Feedback collection: e.g. public surveys, focus groups, media coverage analysis

Feedback improvement: e.g. messaging adaptation based on feedback, media teams training, result sharing with stakeholders.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the reporting of crime in various media formats and its impact on public perception</td><td rowspan="5">LO1 and LO2

D1 Evaluate the reporting of crime across media formats, linking ethical considerations and public perception with societal and justice outcomes.</td></tr>
<tr><td>P1 Discuss how crime is reported in different media formats, using real-world case studies.

P2 Explain the influence of sociological perspectives on crime narratives, using real-world case studies.</td><td>M1 Analyse the impact of media reporting of crime on public perceptions, in relation to different media formats and sociological perspectives.</td></tr>
<tr><td colspan="2">LO2 Discuss the ethical issues in media reporting of crime and its influence on justice and societal attitudes</td></tr>
<tr><td>P3 Explain how crime media coverage influences legislative and policy priorities in relation to crime.

P4 Describe key ethical principles in crime reporting, with examples of their application in media practices.</td><td>M2 Assess the ethical challenges and the judicial and societal influence in media crime reporting using real-world case studies.</td></tr>
<tr><td colspan="2">LO3 Review media theories and methodologies in relation to crime</td></tr>
<tr><td>P5 Explain how key media theories apply to crime narratives in the media, using real-world case studies.

P6 Review methodologies for conducting content analysis and pattern identification in crime reporting across various media formats.</td><td>M3 Analyse crime narratives using appropriate media theories, methodologies and frameworks, for real-world case studies.</td><td rowspan="3">LO3 and LO4

D2 Evaluate the effectiveness of the developed media engagement strategy, in relation to media theories and methodologies, with a range of relevant stakeholders, identifying strengths, weaknesses and areas for improvement.</td></tr>
<tr><td colspan="2">LO4 Develop strategies for effective media engagement in public services, in relation to crime</td></tr>
<tr><td>P7 Develop a media engagement strategy for an identified public service.

P8 Review the implications of the developed engagement strategy with a range of relevant stakeholders.</td><td>M4 Assess the effectiveness of the developed engagement strategy and make recommendations for future improvements based on feedback.</td></tr>
</table>

Recommended Resources

Textbooks

Chibnall, S. (2015). *Law-and-Order News: An Analysis of Crime Reporting in the British Press*. Abingdon, Oxon; New York, NY: Routledge.

Marsh, I. and Melville, G. (2019). *Crime, Justice And The Media*. 3rd Ed. Abingdon, Oxon; New York, NY:Routledge.

Martin, G. (2019). *Crime, Media and Culture*. Abingdon, Oxon; New York, NY: Routledge.

Mellins, M. and Moore, S. (2021). *Critiquing Violent Crime in the Media*. Cham: Palgrave Macmillan.

Websites

www.college.police.uk/app/engagement-and-communication/media-relations	Media relations (General reference)
library.fiveable.me/mass-media-society/unit-9/cultivation-theory-agenda-setting-framing/study-guide/g8O3ei5y6rLjtF3P	Cultivation theory, agenda-setting, and framing (Article)
www.sccjr.ac.uk/wp-content/uploads/2022/03/17-Crime-and-Media-2022.pdf	Crime and the media (General reference)
www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/media-and-crime	Media and crime (Article)
www.thenewsmanual.net/Manuals Volume 2/volume2_38.htm	Ethics of reporting crime (General reference)

Journals and articles

Colbran, M. P. (2018). 'Policing, social media and the new media landscape: can the police and the traditional media ever successfully bypass each other?', *Policing and Society*, [online] 30(3), pp.1–15. Available at doi: doi.org/10.1080/10439463.2018.1532426.

Curiel, R. P., Cresci, S., Muntean, C. I. and Bishop, S. R. (2020). 'Crime and its fear in social media', *Palgrave Communications,* [online] 6(1). Available at doi: doi.org/10.1057/s41599-020-0430-7.

Näsi, M., Tanskanen, M., Kivivuori, J., Haara, P. and Reunanen, E. (2020). 'Crime News Consumption and Fear of Violence: The Role of Traditional Media, Social Media, and Alternative Information Sources', *Crime & Delinquency*, [online] 67(4). Available at doi: doi.org/10.1177/0011128720922539.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 406: Theories of Crime

Unit 504: Serious and Organised Crime.

Unit 408: Emergency Management

Unit code: M/651/4693

Unit level: 4

Credit value: 15

Introduction

The ability to manage emergencies effectively is essential for safeguarding lives, property and the environment. Emergency incidents, ranging from natural disasters to industrial accidents, require coordinated responses involving multiple services and agencies. This unit explores the core principles of emergency management, exploring the roles, preparedness strategies and recovery efforts essential for addressing the complex challenges posed by crises.

This unit gives students a comprehensive understanding of emergency management frameworks, focusing on the roles and responsibilities of various stakeholders in response efforts. The emphasis is on the importance of preparedness: examining the structures and strategies needed to minimise the impact of emergencies. Students will analyse the mechanisms that ensure efficient response and evaluate the critical role of recovery and mitigation in restoring communities and preventing future incidents.

Key areas of study include the exploration of emergency roles, such as incident commanders, safety officers, and public information officers alongside the operational frameworks they employ. The unit highlights the importance of preparedness through planning, infrastructure readiness and inter-agency coordination. Students will review response mechanisms such as the Incident Command System (ICS) and assess post-emergency recovery strategies, focusing on mitigation, damage assessment and psychosocial support.

On completing this unit, students will have developed the analytical and strategic skills necessary for effective emergency management. These skills can be used in roles in emergency planning, crisis management, public safety coordination and disaster recovery. Students could pursue a career in public services such as fire and rescue, policing, healthcare, environmental agencies and humanitarian organisations.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore the key roles and responsibilities in emergency response

LO2 Discuss the importance of preparedness for emergency incidents

LO3 Review effective response mechanisms for an identified emergency incident

LO4 Evaluate the importance of post-emergency recovery and mitigation.

Essential Content

LO1 **Explore the key roles and responsibilities in emergency response**

Emergency types:

Different types of emergencies, e.g. natural disasters, technological and industrial emergencies, public health crises, human-caused emergencies, environmental emergencies

Key roles in emergency response:

Incident commanders: leadership structure, e.g. unified decision making, authority hierarchy, chain of command clarity, strategic oversight, e.g. incident prioritisation, resource optimisation, goal alignment

Safety officers: risk management, e.g. hazard identification, proactive safety measures, compliance checks, operational safety, e.g. monitoring responder activities, accident prevention, safety briefings

Public information officers: media relations, e.g. real-time updates, crisis press releases, public reassurance strategies, community communication, e.g. accurate information dissemination, rumour control, multi-platform engagement

Liaison officers: inter-agency collaboration, e.g. coordination with support services, mutual aid agreements, information exchange, e.g. cross-agency data sharing, unified operational planning, stakeholder updates

Operations section chiefs: tactical management, e.g. deployment logistics, responder task assignment, situational adjustments, resource oversight, e.g. equipment allocation, personnel monitoring, supply chain management.

Responsibilities:

Incident assessment and initial response: situation awareness, e.g. casualty numbers, hazard identification, accessibility challenges, prioritisation, e.g. critical task identification, life-saving measures, incident scaling

Resource allocation and coordination: personnel deployment, e.g. responder readiness, shift scheduling, skill-based assignments, equipment usage, e.g. mobilisation of vehicles, communication tools, emergency supplies

Communication with public and stakeholders: public alerts, e.g. warnings through television, radio, SMS, social media platforms, stakeholder briefings, e.g. local government coordination, emergency services updates, transparency efforts

Risk mitigation and safety measures: protocol implementation, e.g. evacuation plans, public safety measures, responder protection, risk monitoring, e.g. ongoing hazard analysis, contingency strategy adjustments, safety compliance

Post-incident evaluation and reporting: incident documentation, e.g. logbooks, activity tracking, resource expenditure, lessons learned, e.g. stakeholder debriefs, operational feedback, procedural refinements.

LO2 **Discuss the importance of preparedness for emergency incidents**

Preparedness:

Emergency planning: e.g. emergency operation plans, scenario-based frameworks, action protocols, evacuation plans, route design, shelter mapping, transportation coordination, resource inventories, supply stockpiles, equipment readiness, responder availability

Training and capacity building: e.g. drills, tabletop exercises, full-scale response simulations, skill development, first aid, fire suppression, search and rescue techniques, specialised training, hazardous material handling, mass casualty triage, urban search expertise

Infrastructure readiness: e.g. communication systems, radio networks, satellite phones, mobile command centres, emergency shelters, medical facilities, accessible locations, temporary housing setups, transportation networks, emergency vehicle routes, public transit readiness, contingency systems

Public awareness and community engagement: e.g. education campaigns, disaster readiness workshops, hazard-specific guidance, community networks, local volunteer groups, neighbourhood watch, disaster response teams, inclusion initiatives, accessibility considerations, language adaptation, culturally sensitive materials

Inter-agency coordination: e.g. multi-agency partnerships, unified command structures, collaborative contingency plans, resource sharing, mutual aid agreements, regional supply coordination, joint funding, stakeholder meetings, policy alignment, risk-sharing strategies, operational transparency

Monitoring and evaluation: e.g. preparedness indicators, readiness levels, response benchmarks, community participation, pre-incident assessments, simulated evaluations, hazard readiness audits, feedback loops, ongoing refinement, stakeholder input, data-informed updates.

LO3 **Review effective response mechanisms for an identified emergency incident**

Incident command system (ICS) structure:

Core principles of ICS:

Centralised command: single-point authority under the Incident Commander to oversee all activities

Scalability and flexibility: modular organisation that can expand or contract based on incident size and complexity

Clear roles and responsibilities: well-defined functions to minimise overlap and improve efficiency

Standardised communication: unified protocols to ensure consistency across multiple response teams and agencies.

Operations section:

Tactical execution: manages on-the-ground operations, including response teams

Subdivisions: includes branches, divisions, groups, and resources, e.g.:

Strike Teams: grouped responders with the same task

Task Forces: multi-disciplinary units tailored to specific incident needs

Air Operations branch: manages aerial resources such as helicopters and drones.

Planning section:

Incident action plan (IAP): develops and updates plans for each operational period.

Specialised units:

resources unit: tracks resource availability and assignments

situation unit: analyses and shares incident status reports

documentation unit: maintains records for legal and operational purposes

demobilisation unit: plans for the orderly release of resources post-incident.

Logistics section:

Resource support: ensures timely provisioning of personnel, equipment, and facilities

Service branch:

communications unit: manages radios, networks, and communication tools

medical unit: provides health services for responders

food unit: ensures food and hydration supplies are available.

Support branch:

supply unit: procures and delivers necessary supplies and materials

facilities unit: manages shelters, staging areas, and rest areas

ground support unit: coordinates vehicle maintenance and transportation.

Finance/administration section:

Cost management: tracks expenses related to response efforts

Time unit: records personnel hours

Procurement unit: handles contracts and purchases

Compensation claims unit: manages insurance claims and liability issues

Cost unit: monitors and forecasts financial expenditures.

LO4 **Evaluate the importance of post-emergency recovery and mitigation**

Key components of post-emergency recovery:

Damage and needs assessment: e.g. infrastructure evaluation, property damage, environmental impact, humanitarian needs identification, displaced populations, healthcare, food, shelter, economic loss analysis, local business disruption, agricultural impact, systemic economic challenges, data-collection tools, geospatial mapping, satellite imagery, surveys

Restoration of essential servicesadded e.g. roads, utilities, communication network repair, healthcare system recovery, hospital functionality, emergency care access, school rebuilding, education service resumption, economic recovery strategies, business grants, loans, vocational training

Psychosocial support and community wellbeingadded e.g. mental health services, trauma counselling, therapy access, community programmes, morale rebuilding, local leader engagement, social cohesion strategies, community participation, trust enhancement

Financial and administrative managementadded e.g. funding sources, local, national, international resource mobilisation, insurance management, damage claims, timely compensation, transparent governance, accountability, resource utilisation monitoring

Policy and legislative adjustmentsadded e.g. emergency policy review, regulatory gap identification, plan updates, building codes, zoning law revisions, vulnerability reduction, resettlement initiatives, relocation from high-risk zones, community safety enhancement.

Key components of emergency mitigation:

Community-based disaster risk reduction (CBDRR): e.g. public education campaigns, risk awareness, preventive strategies, community drills, disaster simulations, skill development sessions, local risk management committees, planning inclusion, decision-making engagement

Infrastructure resilience: e.g. hazard-resistant construction, resilient design practices, green infrastructure, natural flood barriers, wetland conservation, utility upgrades, strengthened power grids, water systems, communication networks

Economic resilience: e.g. livelihood diversification, reduced sector dependency, microfinance tools, credit access, vulnerable group financial support, risk transfer mechanisms, insurance utilisation, loss mitigation strategies

Institutional and policy resilience: e.g. governance structures, disaster management role clarity, emergency preparedness, emergency funds, financial reserves, crisis resource availability, global collaboration, knowledge exchange, capacity-building partnerships

Technological innovations for resilience: e.g. early warning systems, threat detection technologies, predictive analytics, risk mapping, vulnerability assessment, high-risk zone identification, communication networks, robust systems, emergency redundancy plans.

Post-incident evaluation and lessons learned:

After-action reviews (AARs) : e.g. stakeholder debriefings, structured response analysis, weakness identification, operational gaps, preparedness evaluation

Evaluation metrics: e.g. recovery timelines, essential service restoration speeds community satisfaction levels, public feedback, perceived effectiveness, economic indicators, pre-incident recovery comparisons, sector resilience

Emergency plan improvements: e.g. policy updates, plan refinements, operational enhancements, training integration, lessons learned, responder and community programme updates, resilience investments, vulnerability prioritisation, resource allocation.

Importance of recovery and mitigation:

Impact mitigation: e.g. long-term disruption minimisation, economic recovery, societal stability

Future risk prevention: e.g. resilience measures, community preparedness, risk mitigation

Community trust: e.g. governance transparency, effective recovery efforts, trust reinforcement

Sustainable development alignment: e.g. disaster frameworks, Sendai Framework adherence, sustainable development goals integration.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the key roles and responsibilities in emergency response</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using real-world examples, the importance of roles, responsibilities and preparedness in the event of an emergency response.</td></tr>
<tr><td>P1 Explore, using real-world examples, the key roles in an emergency response.

P2 Review, using real-world examples, the key responsibilities in an emergency response.</td><td>M1 Analyse, using real-world examples, the importance of the key roles and responsibilities in an emergency response.</td></tr>
<tr><td colspan="2">LO2 Discuss the importance of preparedness for emergency incidents</td></tr>
<tr><td>P3 Discuss, using real-world examples, the importance of preparedness for emergency incidents.

P4 Assess, using real-world examples, the impact of failing to prepare for a range of emergencies.</td><td>M2 Analyse, using real-world examples, the importance of being properly prepared for a range of emergency incidents.</td></tr>
<tr><td colspan="2">LO3 Review effective response mechanisms for an identified emergency incident</td></tr>
<tr><td>P5 Review, using real-world examples, a range of effective response mechanisms for an identified emergency incident.</td><td>M3 Analyse, using real-world examples, the range of response mechanisms for an identified emergency incident, suggesting areas where the responses could have been improved.</td><td rowspan="3">LO3 and LO4

D2 Evaluate, using real-world case studies, effective response mechanisms, post-emergency recovery and mitigation strategies for an identified emergency incident.</td></tr>
<tr><td colspan="2">LO4 Evaluate the importance of post-emergency recovery and mitigation</td></tr>
<tr><td>P6 Discuss, using real-world examples, the importance of post-emergency response initiatives.

P7 Discuss, using real-world examples, the importance of effective post-emergency mitigation strategies.</td><td>M4 Analyse, using a range of real-world examples, the importance of post-emergency recovery and mitigation.</td></tr>
</table>

Recommended Resources

Textbooks

Haddow, G., Bullock, J. and Coppola, D. (2024). *Introduction to Emergency Management*. 8th Ed. Amsterdam, Boston, Heidelberg, London, New York, Oxford, Paris, San Diego, Dan Francisco, Singapore, Sydney, Tokyo: Elsevier.

Phillips, B. D., Neal, D. M. and Webb, G. R. (2022). *Introduction to Emergency Management and Disaster Science*. Abingdon, Oxon; New York, NY: Routledge.

Smith, D. and Elliott, D. (2007). *Key Readings in Crisis Management: Systems and Structures of Prevention and Recovery*. Abingdon, Oxon; New York, NY: Routledge.

Websites

assets.publishing.service.gov.uk/media/5a7c1f3040f0b61a825d6974/Emergency_Response_and_Recovery_5th_edition_October_2013.pdf	Emergency Response and Recovery (General reference)
www.hse.gov.uk/event-safety/incidents-and-emergencies.htm	Planning for incidents and emergencies (Article)
view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Ftraining.fema.gov%2Femiweb%2Fdownloads%2Fis10_unit3.doc&wdOrigin=BROWSELINK	The four phases of emergency management (General reference)

Journals and articles

Du, L., Feng, Y., Tang, L.Y., Kang, W. and Lu, W. (2020). 'Networks in disaster emergency management: a systematic review', *Natural Hazards*, 103(1), pp.1–27. Available at doi: doi.org/10.1007/s11069-020-04009-5.

Merz, B., Kuhlicke, C., Kunz, M., Pittore, M., Babeyko, A., Bresch, D. N., Domeisen, D. I. V., Feser, F., Koszalka, I., Kreibich, H., Pantillon, F., Parolai, S., Pinto, J. G., Punge, H., J., Rivalta, E., Schröter, K., Strehlow, K., Weisse, R. and Wurpts, A. (2020). 'Impact Forecasting to Support Emergency Management of Natural Hazards', *Reviews of Geophysics*, 58(4). Available at doi: doi.org/10.1029/2020rg000704.

Oh, N. and Lee, J. (2020). 'Changing landscape of emergency management research: A systematic review with bibliometric analysis', *International Journal of Disaster Risk Reduction*, 49. Available at doi: doi.org/10.1016/j.ijdrr.2020.101658.

Son, C., Sasangohar, F., Neville, T., Peres, S. C. and Moon, J. (2020). 'Investigating resilience in emergency management: An integrative review of literature', *Applied Ergonomics*, 87. Available at doi: doi.org/10.1016/j.apergo.2020.103114.

Tušer, I. and Hoskova-Mayerova, S. (2020). Emergency Management in Resolving an Emergency Situation. *Journal of Risk and Financial Management*, 13(11), p. 262. Available at doi: doi.org/10.3390/jrfm13110262.

Links

This unit links to the following related units:

Unit 409: On-scene Emergency Response

Unit 506: Critical Infrastructure Protection

Unit 507: Emergency Services Collaboration.

Unit 409: On-scene Emergency Response

Unit code: R/651/4694

Unit level: 4

Credit value: 15

Introduction

Emergency incidents require a rapid and coordinated response to minimise harm and safeguard communities. This unit focuses on the critical actions taken during on-scene emergency responses, emphasising the importance of communication, resource management and inter-agency collaboration in high-pressure situations. Students will explore how emergency services handle incidents at the scene, examining the strategies, challenges and frameworks that guide their operations.

The purpose of this unit is to give students a comprehensive understanding of emergency response operations at the scene of an incident. By exploring the processes involved in emergency reporting, the roles and responsibilities of various emergency services, and the development of effective action plans, students will gain the skills needed to manage on-scene incidents effectively. The unit also highlights the importance of reviewing and improving response plans through stakeholder engagement and continuous evaluation.

This unit covers several key areas, including how emergencies are reported and handled through various mechanisms, such as dispatch systems and call centres. Students will examine the roles and responsibilities of emergency services, including the police, fire and rescue, ambulance and specialist units, at the scene of an emergency. Students will be guided in creating a comprehensive on-scene emergency action plan for a specific emergency service and evaluating it with key stakeholders to ensure alignment, efficiency and effectiveness.

On successful completion of this unit, students will develop essential skills in emergency communication, action plan development and stakeholder engagement. These skills are highly relevant for roles such as Emergency Response Coordinator, Incident Commander, Public Information Officer and Emergency Planner. Students will also gain practical knowledge applicable to careers in emergency services, disaster management and public safety, ensuring that they are well prepared to respond effectively to real-world emergencies.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine how reports of emergencies are handled

LO2 Discuss the role of a range of emergency services at the scene of an identified emergency

LO3 Develop an on-scene emergency action plan for an identified emergency service for a given emergency incident scenario

LO4 Review the developed action plan with a range of key stakeholders.

Essential Content

LO1 **Examine how reports of emergencies are handled**

Incident categories:

Police: grade 1 – emergency response, grade 2 – priority response, grade 3 – routine response, grade 4 – scheduled response, grade 5 – telephone resolution

Fire: primary, secondary, chimney fires

Ambulance/paramedic: category 1 – life-threatening injuries and illnesses, category 2 – emergency calls, category 3 – urgent calls, category 4 – less urgent calls

Special Service Incidents: animal assistance, flooding, hazardous materials, road traffic collisions, suicide attempts, spills, false alarms, e.g. malicious, good intent, apparatus related.

Reporting mechanisms:

e.g. emergency call systems, dispatch centres, online platforms, mobile applications, social media alerts, Operator Assistance Centre (OAC), emergency hotlines, live chat support, SMS relay services, direct community reporting mechanisms.

Communication protocols:

e.g. call handling procedures, triage frameworks, prioritisation systems, information verification processes, incident categorisation, THRIVE model integration (threat, harm, risk, investigation, engagement), scripted response protocols, escalation procedures, dispatcher workflow systems.

Technology integration:

e.g. automated systems, AI-enhanced dispatch tools, GPS-enabled communication, real-time location tracking, predictive analytics, airwave/radio systems, mapping software, voice-to-text technology, data-sharing platforms, incident prediction algorithms, integrated control room dashboards.

Stakeholder engagement:

e.g. multi-agency notification systems, real-time updates for emergency services, liaison with public communication teams, coordination with first responders, community-focused communication channels, public information officers, stakeholder contact lists, automated alert dissemination.

Challenges:

e.g. caller misinformation, prank calls, language barriers, overload during crises, delayed response risks, infrastructure limitations, network outages, communication breakdowns, resource scarcity, high-stress environments.

LO2 **Discuss the role of a range of emergency services at the scene of an identified emergency**

Police role:

e.g. scene security, offender apprehension, evidence preservation, crowd control, public information dissemination, road traffic management, crime scene investigation, dynamic risk assessment, suspect pursuit, witness interviewing, securing public safety perimeters.

Fire and rescue services role:

e.g. fire suppression, hazardous material handling, structural safety assessments, road traffic collision management, search and rescue operations, resource distribution, animal rescue, flood response, debris removal, fire investigation units, building stability evaluations.

Ambulance services role:

e.g. emergency medical care, triage of casualties, transportation coordination, on-scene first aid, hospital communication, cardiac and trauma intervention, field resuscitation, mental health crisis response, victim stabilisation, coordination with air ambulances.

Coastguard and mountain rescue role:

e.g. maritime rescues, navigation assistance, flood management, high-altitude rescues, environmental hazard response, public safety monitoring, watercraft deployment, rock-climbing rescues, search operations in remote areas, extreme weather response.

Specialist units' role:

e.g. bomb disposal teams, disaster response units, urban search and rescue teams, chemical and biological incident management units, high-risk incident response teams, drone surveillance units, medical evacuation specialists, structural collapse teams.

Voluntary sector role:

e.g. emotional support, community shelter provision, humanitarian aid distribution, food services, auxiliary manpower, first responder assistance, counselling services, logistical support, transportation for displaced individuals, public education programmes.

Multi-agency collaboration role:

e.g. unified command structures, shared resources, integrated planning, stakeholder communication, real-time inter-agency updates, coordinated drills and simulations, joint risk assessments, strategic alignment, liaison officer coordination.

LO3 **Develop an on-scene emergency action plan for an identified emergency service for a given emergency incident scenario**

Situation assessment:

e.g. risk evaluation, hazard identification, casualty prioritisation, scene surveys, incident scope analysis, METHANE/ETHANE framework integration, information gathering, site reconnaissance, hazard containment strategies.

Resource allocation:

e.g. personnel deployment, vehicle positioning, supply chain coordination, equipment distribution, technology utilisation, multi-agency resource pooling, response team rotation schedules, reserve resource management.

Command and control:

e.g. leadership hierarchies, operational directives, role clarity, decision-making frameworks, structured chains of command, task prioritisation, authority delegation, crisis management protocols.

Operational priorities:

e.g. life preservation, environmental safety, incident stabilisation, property protection, public reassurance, risk containment, responder safety, immediate hazard neutralisation, community support.

Communication frameworks:

e.g. inter-agency radio protocols, real-time reporting systems, stakeholder notifications, public information dissemination, multilingual capabilities, mobile communication hubs, live-streaming updates, media coordination plans.

Contingency planning:

e.g. scalability for incident escalation, alternative strategies, resource backup plans, adaptive response tactics, scenario-based preparation, fallback communication systems, pre-arranged mutual aid agreements.

Documentation:

e.g. incident logs, resource tracking, activity reports, response timelines, compliance records, legal documentation of actions and outcomes, witness statements, photographic evidence, incident reconstruction data.

LO4 **Review the developed action plan with a range of key stakeholders**

Stakeholder identification:

e.g. emergency services representatives, local authorities, community leaders, private sector partners, voluntary organisations, public health officials, infrastructure managers, environmental agencies, educational institutions.

Review objectives:

e.g. risk mitigation analysis, plan feasibility, timeline validation, coordination effectiveness, adequacy of resources, gaps in incident management, integration of community feedback, stakeholder role clarification.

Feedback mechanisms:

e.g. stakeholder meetings, structured debriefs, public consultation sessions, anonymous feedback channels, input from affected individuals, follow-up surveys, incident evaluation forms.

Evaluation metrics:

e.g. incident resolution times, resource efficiency, casualty outcomes, public perception, stakeholder satisfaction, procedural compliance, service response benchmarks, environmental impact assessment, operational delays analysis.

Improvement recommendations:

e.g. policy adjustments, resource upgrades, training enhancements, procedural updates, technology advancements, expanded community engagement initiatives, strengthened inter-agency partnerships, enhanced public communication.

Implementation monitoring:

e.g. accountability frameworks, milestone tracking, progress reports, regular assessments, compliance verification, inter-agency performance reviews, periodic stakeholder briefings, outcome benchmarking.

Preparation for presentation:

Audience analysis: e.g. stakeholder identification, audience roles, expertise levels, expectations, interests, concerns

Content structure: e.g. logical flow, clarity in purpose, concise and impactful delivery

Visual aids: e.g. charts, maps, infographics, incident timelines, evacuation diagrams

Material distribution: e.g. printed handouts, digital documents

Delivery techniques: e.g. suitability for target audience, professional tone, clarity, engagement, timing, interactive elements, feedback incorporation.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine how reports of emergencies are handled</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using real-world examples, the effectiveness of a complete response to an identified emergency, from dealing with the initial reports to on-scene collaborations.</td></tr>
<tr><td>P1 Explain, using real-world case studies, the different categories into which emergencies can be classified.

P2 Examine, using real-world case studies, the ways in which reports of emergencies are handled, including any relevant stakeholders and challenges.</td><td>M1 Analyse, using real-world case studies, the effectiveness of the ways in which reports of emergencies are handled, suggesting areas for improvement.</td></tr>
<tr><td colspan="2">LO2 Discuss the role of a range of emergency services at the scene of an identified emergency</td></tr>
<tr><td>P3 Discuss, using real-world examples, the role of a range of individual emergency services at the scene of an identified emergency.

P4 Discuss, using real-world examples, how the identified emergency services collaborate at the scene of an identified emergency.</td><td>M2 Analyse, using real world examples, the effectiveness of the role and collaboration of a range of emergency services at the scene of an identified emergency.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Develop an on-scene emergency action plan for an identified emergency service for a given emergency incident scenario</td><td rowspan="4">LO3 and LO4

D2 Evaluate, using your own analysis and the feedback obtained, the effectiveness of an on-scene emergency action plan, making recommendations for the future.</td></tr>
<tr><td>P5 Develop an on-scene emergency action plan for an identified emergency service for a given emergency incident scenario.</td><td>M3 Analyse the effectiveness of the on-scene emergency action plan for an identified emergency service for a given emergency incident scenario.</td></tr>
<tr><td colspan="2">LO4 Review the developed action plan with a range of key stakeholders</td></tr>
<tr><td>P6 Present the developed action plan to a target audience of key stakeholders and obtain relevant feedback about the plan.

P7 Review the feedback obtained about the developed action plan to identify strengths, weaknesses and areas for improvement.</td><td>M4 Justify, using the feedback obtained, the choices made in the development of an on-scene emergency action plan, making refinements and improvements where necessary.</td></tr>
</table>

Recommended Resources

Textbooks

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

Fagel, M. J., Mathews, R. C. and J. Howard Murphy (2022). *Principles of Emergency Management and Emergency Operations Centers (EOC)*. 2nd Ed. Abingdon, Oxon; New York, NY: Routledge.

Phillips, B. D., Neal, D. M. and Webb, G. R. (2022). *Introduction to Emergency Management and Disaster Science*. 3rd Ed. Abingdon, Oxon; New York, NY: Routledge.

Websites

assets.publishing.service.gov.uk/media/5a7c1f3040f0b61a825d6974/Emergency_Response_and_Recovery_5th_edition_October_2013.pdf	Emergency Response and Recovery (General reference)
www.hse.gov.uk/event-safety/incidents-and-emergencies.htm	Planning for incidents and emergencies (Article)
www.jesip.org.uk/joint-doctrine/early-stages-of-an-incident-m-ethane	Early stages of an incident & M/Ethane (Article)

Journals and articles

Feng, Y. and Cui, S. (2020). 'A review of emergency response in disasters: present and future perspectives', *Natural Hazards*, 105(1), pp. 1109–1138. Available at doi: doi.org/10.1007/s11069-020-04297-x.

Roud, E. (2021). 'Collective improvisation in emergency response', *Safety Science*, 135. Available at doi: doi.org/10.1016/j.ssci.2020.105104.

Xie, X., Huang, L., Marson, S. M. and Guo, W. (2023). 'Emergency response process for sudden rainstorm and flooding: scenario deduction and Bayesian network analysis using evidence theory and knowledge meta-theory', *Natural Hazards*, 117(3), pp. 3307–3329. Available at doi: doi.org/10.1007/s11069-023-05988-x.

Yulianto, E., Yusanta, D. A., Utari, P. and Satyawan, I. A. (2021). 'Community adaptation and action during the emergency response phase: Case study of natural disasters in Palu, Indonesia', *International Journal of Disaster Risk Reduction*, 65. Available at doi: doi.org/10.1016/j.ijdrr.2021.102557.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 506: Critical Infrastructure Protection

Unit 507: Emergency Services Collaboration.

Unit 410: Community Engagement

Unit code: T/651/4695

Unit level: 4

Credit value: 15

Introduction

Engaging with local communities is crucial for public services in ensuring that they meet the needs of the communities they serve. The public services have varied roles and responsibilities, and it is important that they use their expertise to serve their communities. The many public service pathways all have a responsibility to engage and care for their local communities. Understanding the breadth of requirements for communities is important in meeting wider social targets.

The aim of this unit is to provide students with an in-depth understanding of community engagement in public services. Through theoretical frameworks, practical applications and case studies, students will explore strategies for building and maintaining positive relationships with communities. This includes learning how to design, implement and evaluate community engagement initiatives that align with public safety goals and meet the needs of diverse community groups.

Students will gain an understanding of transparency and accountability in local communities and will learn key communication skills, enabling them to interact effectively with a diverse range of individuals. Students will explore how to engage with different community groups, focusing on active listening, empathy and the importance of clear messaging. These skills will be enhanced through interactive activities.

On successful completion of the unit, students will have learned about the importance of teamwork, leadership and collaboration in delivering public services effectively. They will better understand how to work collectively on a group project and serve a local community, which is an important aspect of all public service roles.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore the need for the public service sector to communicate with local communities

LO2 Examine the logistical, technical and financial challenges for a public service engagement policy

LO3 Design a community engagement activity

LO4 Deliver the planned community engagement activity.

Essential Content

LO1 Explore the need for the public service sector to communicate with local communities

Community dialogue:

Creating communication channels, promoting accountability, improving social efficacy, e.g. understanding local expectations, use of technology, e.g. television adverts, social media, newspapers, flyers, working with target groups, economical benefits for local businesses, e.g. sharing of skills and resources, quicker recovery from incidents, partnerships, responding to community concerns.

Developing social groups:

Interventions with 'at-risk' communities, e.g. minority groups, LGBTQ+, supporting social control, understanding local priorities, problem-solving initiatives to improve outcomes.

Understanding barriers to community engagement:

Training personnel, improving awareness, developing public service relations, ensuring representation from diverse community groups, cost of initiatives, diverse communities, e.g. language barriers, cultural views, biases, cultural policies increasing demand on the public services.

Theoretical frameworks:

Social capital theory: public sector definition, application of social networks, trust development between communities and services, social obligations, increasing community cohesion, collective action, use of sanctions, e.g. stricter policies, formal sanctions, stricter monitoring, reallocation of resources for an emergency, e.g. schools for shelter, food and emergency aid, specialist rescue teams.

Asset-based Community Development (ABCD):

Definition, application, e.g. disease prevention, increasing local activity, integration of local services, deficits identification, leveraging strengths, relationships between law enforcement and community (including trust and co-operation).

Joint working group models:

Combined service groups, e.g. The Community Paradigm, The Greater Manchester Model; roles, e.g. improved collaboration, focused purpose, better service provision, measuring initiatives.

Supporting local communities:

Techniques for building and nurturing trusting relationships, including regular, transparent communication, community presence, town hall meetings, community events, social media updates, school visits, volunteer programmes, mini stations

Police service, e.g. community policing programmes, dedicated local community officers, youth outreach programmes, anonymous reporting

Fire and rescue services, e.g. fire safety campaigns, community risk assessments, fire safety talks, seasonal warnings, home safety checks

Ambulance service, e.g. first-aid training, CPR workshops, community paramedic programmes, advice lines

Coastguard service, e.g. water safety education, real-time weather and sea updates, rescue demonstrations

Mountain rescue service, e.g. outdoor safety workshops, wilderness survival skills, talks on mountain safety and equipment essentials.

LO2 **Examine the logistical, technical and financial challenges for a public service engagement policy**

Logistical challenges:

Coordination and planning with stakeholders, resource allocation (physical, human, support), location, timing, health and safety, security, transport.

Stakeholder engagement:

Internal stakeholders: e.g. multi-agency groups, local government agencies

External stakeholders: e.g. neighbourhoods, community groups, local businesses

Analysis of appropriate stakeholders: e.g. number, relevancy, experience, fit for purpose, benefits and limitations.

Technical challenges:

Use of technology: e.g. digital platforms, social media, surveys, user-friendly devices

Data considerations: e.g. managing community data, data protection regulations, e.g. UK GDPR 2018, Computer Misuse Act 1990, development of digital literacy.

Laws relating to events:

Health and Safety Executive, Acts: e.g. Display Screen Equipment 1992 Act, Fire Safety Act 2002, Health and Safety at Work Act 1974, regulations, e.g. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1999, Personal Protective Equipment at Work Regulations 1992, Lifting Operations and Lifting Equipment Regulations 1998, Provision and Use of Work Equipment Regulations 1998, Safety Signs and Signals Regulations 1996.

Funding challenges:

Identifying funding, budget allocation, financial accountability, event costs, income and expenditures, expenses (e.g. overtime, extra resource allocation), constraints, contingency planning.

LO3 **Design a community engagement activity**

Aims and objectives:

Improving visibility (e.g. face to face, online, accessible services), managing topical issues, language that reflects values, develops and co-produces services, proactive to social change, representation of the community (e.g. a reflective workforce, diversity, social groups, ethnic groups, religious groups), engagement of internal and external stakeholders, collaboration with other services.

Requirements planning:

Key requirements including activity aims/objectives, timing, location, budget, identification and allocation of roles and responsibilities, scope of the activity, stakeholder involvement, communication strategy

Assessment methodologies (surveys, questionnaires), community requirements (needs, priorities, concerns)

Stakeholder identification, including internal and external.

Activity planning:

Task breakdown, resource identification, e.g. expert staff, budget, materials, equipment, transportation, allocation of resources to tasks.

Staff resource audit:

e.g. teamwork, leadership, communication, individual capabilities, specialist skills, e.g. digital, K9 units, first aid, transportation, fire marshal.

Timeline and scheduling:

Planning tools: e.g. Gantt charts, critical path analysis, SMART targets, PERT (Program Evaluation and Review Technique), workflows, brainstorming, WBS (Work Breakdown Structure)

Timeline construction: task duration, priority, task order, contingency planning.

Health and safety:

Risk assessments, identifying potential hazards, implementing safety measures, developing accessibility, e.g. wheelchair users, contingency planning.

Activity deliverables:

Success criteria: e.g. Key Performance Indicators (KPIs), metrics (e.g. data points, survey responses, feedback)

Analysis of deliverables: statistical analysis, trend analysis.

Vision and values of engagement: e.g. democratic, increasing participation, commitment, improving quality of services, workforce development, better community relations, increased community engagement.

LO4 **Deliver the planned community engagement activity**

Delivering the community engagement activity:

Marketing and promotion: traditional methods, e.g. flyers, newspaper adverts, posters, mainstream media (e.g. local radio, television), community announcements (e.g. town hall meetings, drop-in, leafleting campaigns, high-street stalls)

Digital methods including social media (e.g. Facebook, X, Instagram, TikTok), community groups, email, WhatsApp

Purpose: raise awareness, encourage community participation

Delivery types (e.g. individual, group), delivery mechanisms (e.g. physical, digital).

Activity review:

Review methods: e.g. SWOT analysis, participant survey/questionnaire, stakeholder interviews, gap analysis, focus groups, suggestion boxes, surveys, social media engagement (e.g. likes, dislikes, comments)

Review findings: e.g. the impact of the activity (e.g. larger engagement, better outcomes for local communities and 'at risk' groups), limitations of the activity (negative perceptions, cost/benefit implications, poor feedback).

Activity evaluation:

Evaluative criteria: e.g. levels of success, best practices, future areas for improvement, change in social behaviours, work carried out by the team, data collection improvements, metrics of success, impact reports, KPI/success criteria analysis.

Reflection:

Reflective models: e.g. Gibbs cycle (1988), Kolb's Experiential Learning Cycle (1984), reflection in action and reflection on action, to inform future behaviour, sustainable performance

Long-term engagement strategies: wider networking, sustainable impact, outreach teams, regular communication, annual planning, developing community involvement.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the need for the public service sector to communicate with local communities</td><td rowspan="4">LO1 and LO2

D1 Evaluate an identified public service engagement policy in how it successfully supports community engagement.</td></tr>
<tr><td>P1 Explain the need for the public services to engage with the communities they serve.

P2 Outline the barriers for public services engaging with local communities.</td><td>M1 Discuss public service engagement strategies with local communities.</td></tr>
<tr><td colspan="2">LO2 Examine the logistical, technical and financial challenges for a public service engagement policy</td></tr>
<tr><td>P3 Explain the logistical and technical challenges for a public service engagement policy.

P4 Discuss the financial challenges for a public service engagement policy.</td><td>M2 Analyse the different challenges experienced by an identified public service policy, including community stakeholder engagement.</td></tr>
<tr><td colspan="2">LO3 Design a community engagement activity</td><td rowspan="4">LO3 and LO4

D2 Evaluate the design and delivery of the community engagement activity for the given scenario in how well it meets the identified aims and objectives.</td></tr>
<tr><td>P5 Develop the design requirements of a community engagement activity, including the requirements, activity and timeline planning for a given scenario.

P6 Produce a risk assessment and the activity deliverables for the planned community engagement activity for a given scenario.</td><td>M3 Analyse the benefits and expected outcomes of the designed community engagement activity for a given scenario.</td></tr>
<tr><td colspan="2">LO4 Deliver the planned community engagement activity</td></tr>
<tr><td>P7 Deliver a community engagement activity for the given scenario.

P8 Conduct a review of the community engagement activity for the given scenario, identifying strengths, weaknesses and areas for improvement.</td><td>M5 Justify the recommended areas for improvement for the delivered community engagement activity for the given scenario.</td></tr>
</table>

Recommended Resources

Textbooks

Miller, L. S., Hess, K. M. and Orthmann, C. M. H. (2017). *Community Policing: Partnerships for Problem Solving*. 8th Ed. Clifton Park, NY: Cengage.

Norton, P., Hughes, M. and Brooke-Smith, L. (2018). *Public Consultation and Community Involvement in Planning: A Twenty-First Century Guide*. Abingdon, Oxon; New York, NY: Routledge.

Popple, K. (2015). *Analysing Community Work: Theory and Practice*. 2nd Ed. Maidenhead, Berkshire, England: Open University Press.

Russell, C. and McKnight, J. (2022). *The Connected Community.* Oakland, CA: Berrett-Koehler Publishers

Websites

www.governmentevents.co.uk/ge-insights/the-importance-of-police-community-relationships-strategies	Police-Community Relationships: Importance & Strategies (General reference)
www.gov.uk/government/publications/community-engagement-principles	Community engagement principles (General reference)
www.local.gov.uk/topics/communities/community-engagement	Community engagement (General reference)

Journals and articles

Andrews, R. and Brewer, G. A. (2010). 'Social Capital and Fire Service Performance: Evidence from the U.S. States', *Social Science Quarterly*, 91(2), pp. 576–591. Available at doi: doi.org/10.1111/j.1540-6237.2010.00708.x.

Aston, E. V., O'Neill, M., Hail, Y. and Wooff, A. (2021). 'Information sharing in community policing in Europe: Building public confidence', *European Journal of Criminology*, 20(4). Available at doi: doi.org/10.1177/14773708211037902.

Cartwright, A. and Shaw, C. (2020). 'Evidence based social media use: an exploratory UK investigation into residents' perceptions of police Facebook use', *Safer Communities*, 19(2), pp. 61–71. Available at doi: doi.org/10.1108/sc-09-2019-0033.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 509: Community Policing and Antisocial Behaviour

Unit 516: Application of Sociological Theory in Public Services

Unit 517: Youth Offending

Unit 522: Leadership in the Public Services.

Unit 411: Roads Policing

Unit code: **Y/651/4696**

Unit level: **4**

Credit value: **15**

Introduction

For the demands of modern traffic policing, this unit aims to equip students with the specialised and comprehensive knowledge required to understand traffic law, its management and road safety. The unit offers a foundation for roles such as Traffic Officer, Road Safety Analyst and Collision Investigator, where an understanding of traffic laws, collision prevention and community safety initiatives is crucial. Roads policing is a core discipline in maintaining public safety and reducing road-related crimes and incidents, thus underpinning the broader initiatives of community and public protection.

The unit will introduce students to the principles of roads policing They will need to study construction and use regulations, driving under the influence and how to apply this legislation. Road traffic collisions will be reviewed along with the antisocial use of vehicles in the wider community. Students will study the health and safety implications of road traffic incidents and how to protect themselves and the public.

The unit will focus on road traffic issues and the effects on communities. Students will research what a road is, what is meant by driving, what a vehicle is and the definition of a road traffic collision. They will research the main functions of roads policing, which can assist in community safety and crime reduction, through a research task addressing antisocial behaviour. This unit encompasses a wide array of topics crucial to roads policing, including the legal definitions and regulations governing road use, the principles of vehicle documentation and traffic offences, and the methods employed in detecting and preventing drug and drink driving. Students will delve into the analysis of road traffic collisions, antisocial usage of vehicles and the broader implications these activities have on community safety. Each topic is strategically structured to build on the previous one, ensuring a logical and comprehensive learning progression that gives students both theoretical knowledge and practical skills.

 © Pearson Education Limited 2025

On successful completion of this unit, students will have a robust set of skills essential for a career in road policing. They will have gained a deep understanding of road traffic laws and be adept at applying these regulations to ensure public safety and order. Students will be proficient in using various detection methods and technologies to prevent and address road traffic offences. They will have the capability to conduct thorough collision investigations and possess the analytical skills needed to interpret complex data. Students will also be able to design and implement community-focused initiatives aimed at reducing antisocial behaviour on the roads. These competencies will position them for success in various roles in public protective services, contributing significantly to community safety and crime reduction.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences

LO2 Analyse drug and drink drive offences and methods of detection

LO3 Discuss methods of preventing vehicular offences for criminal and antisocial purposes

LO4 Review the procedures and strategies used in collision investigation.

Essential Content

LO1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences

The meaning of the terms:

Highway; public and private roads; driving; vehicle

The legal definitions and distinctions between different types of roads and road use, emphasis on how these definitions apply to enforcement of traffic laws and regulations

The restrictions to driving different vehicles with relation to age, provisional licence restrictions, different vehicle classes and vehicle weights.

Law relating to driving offences:

Road Traffic Regulation Act 1984, Road Traffic Act 1988 and 1991, common defences to this Act: the legislative framework governing road use, including key statutes and case law precedents, common defences encountered in road traffic cases, such as necessity, duress, and error of judgement

Construction and Use regulations as defined by the Road Traffic Act 1984, 1988 and 1991: coverage of vehicle standards, safety regulations and inspection requirements that ensure vehicles are fit for road use, implications of non-compliance and enforcement mechanisms.

Possible defences to the legislation:

Legal arguments that can be used to counter accusations under the Road Traffic Act, supported by case law examples.

Vehicle documentation:

Vehicle identification: importance of VIN (Vehicle Identification Numbers), chassis numbers and number plates for vehicle registration and legal compliance

Vehicle classification: various categories of vehicles (motorcycles, cars, HGVs, PCVs) and the specific regulations that apply to each

Driving licences: various classes of driving licences, issuance procedure and legal requirements for driving different vehicle types

Insurance certificates: legal necessity of insurance, distinct types of vehicle insurance and penalties for non-compliance

Ministry of Transport Test Certificates: significance of MOT for vehicle safety, testing procedures, the role of TACO graphs (Tachographs) in recording vehicle data.

LO2 **Analyse drug and drink drive offences and methods of detection**

Law relating to drink and drug driving:

As defined by the Road Traffic Act 1988: examination of specific sections within the Act that address impairment due to substances and the penalties involved

Evidence breath testing equipment and the police station procedure: the technology used for breath testing, calibration of equipment, procedures at the police station and the admissibility of evidence in court.

Field impairment test:

Techniques used in roadside testing to determine impairment, including standardised tests for assessing an individual's ability to operate a vehicle safely.

Evidence specimens for analysis:

Protocols for collecting, preserving and analysing specimens of blood, urine or saliva to detect drugs or alcohol, legal thresholds for impairment and the role of toxicology reports

Detention of persons under the influence of alcohol or drugs, defences to this offence: legal grounds for detaining individuals, their rights during detention, and common defences based on procedural errors, medical conditions or consumption not leading to impairment at the time of driving.

LO3 **Discuss methods of preventing vehicular offences for criminal and antisocial purposes**

Importance of roads policing to the community:

Role of roads policing: e.g. promoting safe driving practices, reducing crime, community security.

General preventative strategies:

Preventative strategies including reduced speed limits, automated enforcement (e.g. fixed speed cameras, mobile speed cameras, ANPR), police patrols, CCTV, neighbourhood watch schemes, traffic calming measures (e.g. speed bumps, low traffic neighbourhood areas, road narrowing, change in road markings)

Patrol strategies: e.g. marked and unmarked vehicles, increased visibility (including deterrence, crime detection)

Intelligence gathering: e.g. National Highways Cameras, CCTV, 999 calls, social media, networks and databases including the Police National Computer (PNC), Police National Database (PND), Offenders Index, Law Enforcement Data Service (LEDS), National ANPR Data Centre (NADC), Driver and Vehicle Licensing Agency (DVLA), other agencies (e.g. Crimestoppers, Neighbourhood policing, Community Safety Partnerships (CSPs))

Public confidence: building trust, including effective practice, community engagement and transparency

Problem solving: National Association of Police Chiefs Council (NAPCC) 'clear initiative', promoting best practices, improving multi-agency coordination.

Antisocial use:

Antisocial behaviour, including abandoned vehicles, nuisance uses (e.g. cruising, convoys, unlicensed selling vehicles, misuse of electric propelled cycles), inconsiderate behaviour (e.g. street racing, loud engine noises at unsociable hours).

Antisocial behaviour strategies:

Preventative strategies: e.g. warning letters, Community Protection Warnings/Notices (CPW/Ns)

Punitive strategies: e.g. increased fines, prison sentences, Section 59 warning (stopping and seizure of vehicles), Section 78, Public Space Protection Order (PSPOS), Antisocial Behaviour Injunction (ASBI)

Engagement strategies including community policing, public education, high court injunctions (e.g. Birmingham council, Surrey Police Operation Hubcap).

Death and serious injury:

Analysis of collision statistics, engineering solutions (e.g. 20 mph speed limits, variable motorway speed limits, speed bumps and traffic calming measures), enforcement of traffic laws.

Criminal use:

Criminal activities: e.g. drug trafficking, human smuggling, car theft, use of getaway vehicles, terrorism

Prevention strategies: e.g. roadblocks, surveillance, vehicle tracking (helicopters, CCTV), car stopping mechanisms (e.g. flashing lights, stingers, enforced/hard stopping tactics)

Case studies: e.g. GMP Operation Flood, Merseyside Police Project Medusa, No Excuse and Just a Second motorway campaigns.

LO4 **Review the procedures and strategies used in collision investigation**

Incident management:

Dealing with witnesses, including interview approach, support (e.g. victims, witnesses, suspects), documentation requirements (accurate, comprehensive, secure), legal protocols

Roadside identification: e.g. Lantern, PNC, MIB, DVLA, uses of technology for rapid identification

Evidence gathering: e.g. photographs (including vehicles, skid marks, debris, impact points, local geography, weather conditions, CCTV images), witness statements, witness digital media, police/traffic officer reports, medical reports, evidence integrity, chain of custody

Other assistance: e.g. paramedics, fire and rescue, other agencies (e.g. National Highways, vehicle recovery, utility companies), community organisations

Incident debrief, including evaluation of response, identification of lessons learned and implement improvements.

Scene preservation:

Creating a sterile area for other emergency services such as collision investigation, ensuring that the scene remains undisturbed for accurate analysis.

Vehicle examination:

e.g. forensic, collision investigation, detailed procedures for examining vehicles post-collision, looking for mechanical failures or forensic evidence, training in collision reconstruction techniques.

Fire service, ambulance, recovery vehicles:

Coordination with fire, ambulance and recovery services to manage the scene, rescue occupants and clear the road.

Role of highways authorities:

e.g. cordons, clearing hazards such as chemical spills, responsibilities of highway authorities in managing and restoring road conditions post-collision and handling hazardous materials.

Health and safety:

Protective equipment, recognition of potential hazards and measures to safeguard oneself and others at collision scenes, integration of health and safety protocols in road policing operations

Protecting self and others at the scene of collisions, e.g. cordons, road closures, diversions

Setting up protective measures to prevent further incidents, manage traffic flow and ensure a safe working environment.

Partnership agencies:

Collaborating with agencies like social services, local councils and emergency services for a coordinated response to traffic incidents.

Creating safe working areas for all services at the scene:

Establishing zones for different rescue and recovery operations to minimise interference and enhance efficiency.

Technology:

Use of advanced tools such as GPS and laser measuring equipment for accurate scene mapping.

Computer generated images (CGI):

Application of CGI in reconstructing collisions to visualise the incident and understand dynamics.

Event data recorder devices, TACO graph technology:

Utilising data from onboard devices to gather pre-incident information on vehicle speed, driver behaviour, etc.

Engine management system analysis:

Interpreting data from vehicle electronics to identify possible causes of collisions or performance issues.

Automated Number Plate Recognition (ANPR):

Use of ANPR systems to track vehicle movements, identify suspects and enforce traffic regulations.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the main laws relating to vehicles, vehicle documentation and road traffic offences</td><td rowspan="4">LO1 and LO2

D1 Evaluate the effectiveness of the current drink and drug driving legislation, suggesting recommendations for improvement.</td></tr>
<tr><td>P1 Explain the main laws relating to vehicle use and road traffic offences.

P2 Describe the key documentation necessary for using a range of vehicles on the road and their legal requirements.</td><td>M1 Analyse the police powers to stop a vehicle and require the production of documentation.</td></tr>
<tr><td colspan="2">LO2 Analyse drug and drink drive offences and methods of detection</td></tr>
<tr><td>P3 Explain how the Road Traffic Act 1988 deals with drink and drug driving offences.

P4 Discuss a range of detection methods that can be used in drink and drug driving offences.</td><td>M2 Assess the effectiveness of a range of detection methods in the enforcement of the Road Traffic Act 1998.</td></tr>
<tr><td colspan="2">LO3 Discuss methods of preventing vehicular offences for criminal and antisocial purposes</td><td rowspan="3">D2 Evaluate the effectiveness of a range of strategies to prevent antisocial and criminal uses of vehicles, suggesting potential improvements.</td></tr>
<tr><td>P5 Describe the range of antisocial and criminal uses of vehicles and the corresponding offences under the relevant legislation.

P6 Discuss a range of strategies that can be used to prevent the use of vehicles for criminal and antisocial vehicular offences.</td><td>M3 Analyse the range of strategies available to prevent antisocial and criminal uses of vehicles.</td></tr>
<tr><td colspan="2">LO4 Review the procedures and strategies used in collision investigation</td></tr>
<tr><td>P7 Assess the evidence-gathering requirements from the scene of a serious road traffic collision.

P8 Review the procedures and strategies used in collision investigation.</td><td>M4 Analyse the range of procedures, strategies and evidence-gathering techniques available to road traffic collision investigators.</td><td>D3 Evaluate the effectiveness of the procedures and strategies used by road traffic collision investigators, suggesting potential improvements.</td></tr>
</table>

 © Pearson Education Limited 2025

Recommended Resources

Textbooks

Callow, P. M. (2024). *The Drink- and Drug-Drive Offences: A Handbook for Practitioners*. 3rd Ed. London: Wildy, Simmonds & Hill Publishing.

Cooper, S. and Orme, M. (2009). *Road Traffic Law*. 2nd Ed. Oxford; New York: Oxford University Press.

McCormac, K., Wallis, P. and George Stephen Wilkinson (2024). *Wilkinson's Road Traffic Offences*. Supplement. 31st Ed. London: Sweet & Maxwell.

Websites

www.gov.uk/drink-driving-penalties	UK Government Drink-driving penalties (General reference)
www.legislation.gov.uk/ukpga/1988/52/contents	UK Government Road Traffic Act 1988 (General reference)
www.theabi.org.uk/news/road-traffic-accident-investigations	Association of British Investigators Road Traffic Accident Investigations (General reference)

Journals and articles

Mohammed, S. I. (2023). 'An Overview of Traffic Accident Investigation Using Different Techniques', *Automotive Experiences*, 6(1), pp. 68–79. Available at doi: doi.org/10.31603/ae.7913.

Norbury, F. (2020). 'Roads policing and its contribution to road safety', *Parliamentary Advisory Council for Transport Safety.* Available at: www.pacts.org.uk/wp-content/uploads/Roads-Policing-Report-FinalV1-merged-1.pdf.

Owen, R. Ursachi, G., Fosdick, T. and Horodnic, A. V., (2019). 'Driving while impaired by alcohol: An analysis of drink-drivers involved in UK collisions', *Traffic Injury Prevention*, 20(5), pp. 453–459. Available at doi: doi.org/10.1080/15389588.2019.1606909.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 412: Crime Reduction

Unit 509: Community Policing and Antisocial Behaviour.

Unit 412: Crime Reduction

Unit code: **A/651/4697**

Unit level: **4**

Credit value: **15**

Introduction

Crime reduction remains a critical priority for maintaining societal safety and stability. Communities face diverse challenges stemming from violent offences, property crimes, cybercrime and organised criminal activities. This unit provides an in-depth exploration of the strategies and frameworks employed to tackle crime; fostering safer environments for individuals and communities.

This unit aims to equip students with the knowledge and tools needed to assess crime types, analyse police tactics and evaluate inter-agency collaboration. Students will critically explore the nature of crime and the approaches used to address it. They will develop the skills required to gain awareness of crime-reduction initiatives at local, metropolitan and national levels.

The unit covers a broad range of topics, including the classification and impact of crime, police strategies for crime reduction and inter-agency collaboration in dealing with crime across different scales. Students will learn to develop and propose strategic frameworks for crime reduction for a given scenario. Emphasis is placed on critical thinking and the application of best practices in crime prevention and response.

On completion of the unit, students will have a comprehensive understanding of crime types and their impact, the methodologies used by law enforcement and the importance of collaborative efforts. These skills will prepare students for roles in criminal justice, law enforcement and public service, enabling them to contribute meaningfully to crime prevention and community resilience initiatives.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Discuss the different types of crime and their impact

LO2 Review the different tactics used by the police for the reduction of crime

LO3 Explain inter-agency approaches to dealing with local, metropolitan and national crime

LO4 Develop a strategy to reduce the incidence of crime for an identified scenario.

Essential Content

LO1 Discuss the different types of crime and their impact

Types of crime:

Violent and personal crimes: e.g. assault, murder, manslaughter, robbery, domestic abuse, rape, sexual assault, stalking, sexual harassment, spiking, sextortion

Property and environmental crimes: e.g. burglary, arson, criminal damage, rural crime, illegal waste dumping, wildlife poaching, deforestation

Cybercrime and fraud: e.g. hacking, phishing, online scams, identity theft, sextortion, cyberstalking, financial fraud, tax evasion

Organised and exploitative crimes: e.g. modern slavery, human trafficking, terrorism, retail abuse and violence, drug trafficking, racketeering

Hate crime and antisocial behaviour: e.g. hate crime including race, religion, disability, sexual orientation, gender identity, antisocial behaviour, e.g. vandalism, noise disturbances, public intoxication, aggressive conduct

Domestic and child-related crimes: e.g. domestic violence, child abuse, neglect.

Local impact of crime:

Social: e.g. fear of crime, disrupted social cohesion, intergroup tensions, reduced community trust, decline in public space usability, social unrest

Economic: e.g. financial loss including victims and businesses, increased law enforcement and healthcare costs, reduced property values, economic instability in affected areas, costs related to cybersecurity and infrastructure repairs

Psychological: e.g. emotional trauma, anxiety, depression, long-term mental health challenges, reduced quality of life, sense of safety erosion

Environmental: e.g. biodiversity loss, ecosystem damage, public health risks from pollution and illegal dumping, economic harm to rural and natural resource-dependent communities.

Wider impact of crime:

Metropolitan: e.g. concentrated crime rates in urban areas, overburdened police and emergency services, urban decay due to vandalism and public disorder, increased fear among urban populations, reduced tourism, higher rates of cybercrime and financial fraud targeting metropolitan businesses

National: e.g. resource allocation for nationwide law enforcement and rehabilitation programs, economic burden on the national budget due to rising costs (e.g. healthcare, legal, and security), cross-border crime challenges, including trafficking and cybercrime networks, policy reforms and legislative changes driven by high-profile crimes, long-term implications for national security, public trust, socio-economic stability.

LO2 **Review the different tactics used by the police for the reduction of crime**

Violent and personal crimes:

High-visibility policing: e.g. increased patrols in high-crime areas, hotspot targeting, rapid response teams

Specialist units: e.g. domestic violence task forces, sexual offence units, homicide investigation teams

Community engagement: e.g. building trust with victims and witnesses, public awareness campaigns, victim support programmes

Restorative practices: e.g. mediation services, offender-victim dialogue, accountability mechanisms.

Property and environmental crimes:

CCTV and surveillance: e.g. monitoring public spaces, rapid evidence collection, prevention strategies

Forensic investigation: e.g. evidence collection for burglary, arson and vandalism cases, fingerprint analysis, fire investigation units

Community partnerships: e.g. neighbourhood watch programmes, collaboration with rural and conservation organisations

Legislation enforcement: e.g. crackdown on illegal dumping, wildlife protection laws, penalties for property damage.

Cybercrime and fraud:

Cybercrime units: e.g. specialists for hacking, online scams, phishing detection and prevention

Digital forensics: e.g. analysis of electronic devices, monitoring of dark web activity, fraud detection systems

Public education: e.g. awareness campaigns on online safety, fraud prevention resources, information dissemination

Inter-agency collaboration: e.g. partnerships with cybersecurity firms, financial institutions, international organisations.

Organised and exploitative crimes:

Intelligence-led policing: e.g. targeted operations against human trafficking and modern slavery rings

Multi-agency task forces: e.g. coordination with INTERPOL, anti-terrorism units and border agencies

Undercover operations: e.g. infiltration of organised crime groups, disruption of illegal networks

Survivor support: e.g. rehabilitation programmes for victims of exploitation, reintegration services.

Hate crime and antisocial behaviour:

Dedicated reporting channels: e.g. hate crime helplines, anonymous reporting systems, accessible platforms

Bias training: e.g. police training on cultural sensitivity, equality and inclusion

Antisocial Behaviour Orders (ASBOs): e.g. restricting activities of offenders, curfews, exclusion zones

Community outreach: e.g. educational programmes on diversity and tolerance, youth engagement initiatives.

Domestic and child-related crimes:

Family liaison officers: e.g. support for victims of domestic abuse and child neglect, safeguarding programmes

Child protection units: e.g. focused investigations, collaboration with social services and schools

Emergency response teams:, e.g. rapid intervention in domestic violence incidents, 24/7 support lines

Awareness campaigns: e.g. education on reporting abuse, prevention of neglect, community engagement.

LO3 **Explain inter-agency approaches to dealing with local, metropolitan and national crime**

Local crime:

Community policing partnerships: e.g. collaboration between police and local councils, neighbourhood watch programmes, citizen patrol initiatives, school engagement for youth crime prevention

Social services integration: e.g. support for vulnerable individuals, mental health interventions, housing associations, addressing antisocial behaviour, community-based restorative justice programmes

Public awareness campaigns: e.g. local crime reporting platforms, public safety workshops, awareness drives for domestic violence and child protection, information dissemination, e.g. social media, local media and events

Emergency services coordination: e.g. joint operations between fire and rescue, ambulance services and police, immediate response to incidents involving violence or property damage, shared resources for high-risk situations.

Metropolitan crime:

Task forces and specialist units: e.g. dedicated units for gang-related violence and organised crime, cybercrime task forces addressing digital threats in urban centres, financial crime units targeting fraud and embezzlement, Drug Action Units including K9 and armed response

Transport and infrastructure collaboration: e.g. coordination with transport authorities to combat theft and vandalism, monitoring of public transport for antisocial behaviour and terrorism threats, infrastructure security partnerships for critical metropolitan assets

Technology integration: e.g. shared surveillance systems, including CCTV networks, data-sharing agreements for real-time crime monitoring, use of AI and predictive policing tools to anticipate criminal activity

Multi-agency crisis management: joint plans for metropolitan-scale emergencies (e.g. terrorist attacks), coordination between police, fire services and medical responders, regular drills and simulations for urban disaster preparedness.

National crime:

Agency coordination: e.g. local police, national security agencies and military units; joint operations for human trafficking and drug smuggling networks; shared resources for tackling crimes across boundaries, e.g. county lines, drug trafficking

Legislative and policy alignment: integration of national and regional crime policies, legislative consistency for prosecuting organised and cybercrimes, policy reforms addressing systemic issues

Intelligence and data sharing: centralised databases for criminal records and activity patterns, real-time intelligence sharing between, e.g. county and country police authorities.

Training and skill development:

Joint training programmes: e.g. cross-agency drills for tackling terrorism, cybercrime and gang violence, crisis management workshops for police, emergency services and military units, skill-building initiatives for handling vulnerable groups

Knowledge sharing platforms: e.g. inter-agency conferences for best practices, online training modules on emerging crime trends, international knowledge exchanges for global crime prevention.

LO4 **Develop a strategy to reduce the incidence of crime for an identified scenario**

Strategic planning framework:

Goal setting: e.g. clear objectives, measurable targets, short-term and long-term goals

Crime analysis: e.g. assessment of crime patterns, hotspots, offender profiles, community impact

Stakeholder involvement: e.g. identification of key participants, roles, inter-agency collaboration

Resource allocation: e.g. financial planning, human resources, technological tools, operational priorities.

Prevention and awareness:

Public education campaigns: e.g. community workshops, school-based programmes, awareness drives

Targeted messaging: e.g. vulnerable group support, culturally sensitive materials, inclusive outreach

Community engagement: e.g. local forums, neighbourhood watch programmes, public reporting systems.

Enforcement tactics:

Proactive policing: e.g. high-visibility patrols, intelligence-led operations, crime deterrence in hotspots

Specialist units: e.g. focused teams for cybercrime, violent crime and organised crime

Technology integration: e.g. surveillance systems, predictive policing tools, digital forensics, body cameras, mobile apps

Operational coordination: e.g. joint task forces, multi-agency collaborations, emergency response plans.

Social and economic initiatives:

Youth engagement: e.g. recreational programmes, mentorship opportunities, education pathways

Employment support: e.g. job training, reintegration programmes for offenders, community partnerships

Poverty reduction: e.g. economic empowerment projects, access to basic services, housing support.

Rehabilitation and restorative justice:

Offender rehabilitation: e.g. counselling programmes, skill development, reintegration initiatives

Restorative practices: e.g. mediation sessions, victim-offender dialogues, community service initiatives

Support networks: e.g. access to mental health services, addiction recovery resources, family support.

Technological and data-driven approaches:

Crime mapping and analysis: e.g. identification of trends, spatial patterns, temporal correlations

Integrated databases: e.g. centralised criminal records, real-time updates, inter-agency access

Predictive analytics: e.g. risk assessment tools, trend forecasting, resource optimisation.

Monitoring and evaluation:

Performance metrics: measurement of crime-reduction rates, community feedback, resource efficiency

Continuous assessment: e.g. regular strategy reviews, iterative improvements, data-driven adjustments

Impact analysis: e.g. short-term outcomes, long-term societal benefits, scalability of strategies.

Partnerships and collaboration:

Inter-agency coordination: e.g. police, social services, healthcare providers, educational institutions

Community partnerships: e.g. local councils, neighbourhood organisations, faith groups

Private sector engagement: e.g. collaboration with businesses, technology firms, funding partners.

Crisis management and contingency planning:

Emergency protocols: e.g. response plans for unforeseen incidents, escalation pathways

Scenario testing: e.g. simulated exercises, preparedness evaluations, gap analysis

Resource readiness: e.g. reserve funds, on-call personnel, accessible infrastructure.

Relevant legislation:

Antisocial behaviour: e.g. definition and legal framework, including the Crime and Disorder Act 1998, Crime Policing Act 2014, the Criminal Justice Act 2003, the Criminal Justice and Immigration Act 2008 and any subsequent amendments and their impact on community policing, understanding proposals such as Criminal Behaviour Orders and Closure Powers.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Discuss the different types of crime and their impact</td><td rowspan="4">LO1 and LO2

D1 Evaluate, using real-world examples, the degree of effectiveness of a range of tactics employed by different police forces to reduce the impact of different types of crime.</td></tr>
<tr><td>P1 Explain, with examples, the different types of crime.

P2 Discuss, with examples, the impact of the different types of crime at local, metropolitan and regional levels.</td><td>M1 Analyse, using a range of real-world case studies, the impact of a range of different types of crime at various levels.</td></tr>
<tr><td colspan="2">LO2 Review the different tactics used by the police for the reduction of crime</td></tr>
<tr><td>P3 Examine, using real-world examples, the tactics employed by the police to reduce crime, across a range of different categories of crime.</td><td>M2 Analyse, using real-world examples, the impact of a range of tactics employed by different police forces to reduce different types of crime.</td></tr>
<tr><td colspan="2">LO3 Explain inter-agency approaches to dealing with local, metropolitan and national crime</td><td rowspan="4">LO3 and LO4

D2 Evaluate, using the obtained feedback, the effectiveness of the strategy in maximising the impact on reducing crime for the identified scenario.</td></tr>
<tr><td>P4 Review, with examples, the inter-agency approaches adopted for dealing with local, metropolitan and national crime.

P5 Discuss, with examples, the inter-agency training and public sector collaboration that can deal with crime.</td><td>M3 Analyse, with examples, the effectiveness of inter-agency approaches to dealing with local, metropolitan and national crime.</td></tr>
<tr><td colspan="2">LO4 Develop a strategy to reduce the incidence of crime for an identified scenario</td></tr>
<tr><td>P6 Develop a strategy to reduce the incidence of crime for an identified scenario.

P7 Review the strategy, with a range of identified stakeholders, to obtain feedback on the strengths, weaknesses and areas for improvement and level of impact of the developed strategy.</td><td>M4 Assess, using the obtained feedback, the effectiveness of the strategy in maximising the impact on reducing crime for the identified scenario.</td></tr>
</table>

Recommended Resources

Textbooks

Dickety, J. and Tony, B. (2024). *Criminology and Crime Prevention: The Professional Policing Curriculum in Practice*. St Albans: Critical Publishing.

Newburn, T. (2017). *Criminology*. 3rd Ed. Abingdon, Oxon; New York, NY: Routledge, p. 9.

Tilley, N. and Aiden Sidebottom (2017). *Handbook of Crime Prevention and Community Safety*. 2nd Ed. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.cpted.net	Crime Prevention Through Environmental Design (Research)
www.gov.uk/government/news/crime-plan-to-protect-victims-and-make-streets-safer	Crime plan to protect victims and make streets safer (General reference)
www.gov.uk/government/publications/modern-crime-prevention-strategy	Modern crime prevention strategy (General reference)
www.mappa.justice.gov.uk	MAPPA (Guidelines)

Journals and articles

Chourasia, H. and Ponnusamy, S. (2024). 'Crime Mapping and Hotspot Analysis: Enhancing Women's Safety Through GIS', *AI Tools and Applications for Women's Safety*, [online] pp. 36–50. Available at doi: doi.org/10.4018/979-8-3693-1435-7.ch003

Hendry, J. (2022). 'The Usual Suspects': Knife Crime Prevention Orders and the 'Difficult' Regulatory Subject', *The British Journal of Criminology*, 62(2), pp. 378–395. Available at doi: doi.org/10.1093/bjc/azab063

Piroozfar, P., Farr, E. R. P., Aboagye-Nimo, E. and Osei-Berchie, J. (2019). 'Crime prevention in urban spaces through environmental design: A critical UK perspective', *Cities*, 95. Available at doi: doi.org/10.1016/j.cities.2019.102411

Rogers, C., Pepper, I. & Skilling, L. (2022). 'Evidence-based policing for crime prevention in England and Wales: perception and use by new police recruits', *Crime Prevention and Community Safety,* 24, pp. 328–341. Available at doi: doi.org/10.1057/s41300-022-00158-w

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 406: Theories of Crime

Unit 503: Justice, Punishment and Rehabilitation

Unit 509: Community Policing and Antisocial Behaviour

Unit 515: Cyber Security

Unit 523: Data Analytics and Decision Making.

Unit 413: Terrorism and Counterterrorism

Unit code: D/651/4698

Unit level: 5

Credit value: 15

Important Information for Centres

As a centre, if you plan to deliver this unit, please involve your centre Designated Safeguarding Lead (or equivalent) during the planning phase and throughout the delivery of this unit.

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

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

Introduction

Terrorism and counterterrorism have been a phenomenon for hundreds of years. However, engagement with and study of terrorism and counterterrorism increased drastically in the wake of a series of major international terrorism-related incidents since 2001. 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.

The aim of this unit is to give students a thorough understanding of terrorism and counterterrorism strategies. Students will explore various forms of terrorism, their underlying causes and their global and local impact. They will also examine counterterrorism measures, including intelligence gathering, crisis management, policy making and international cooperation.

This unit covers a broad spectrum of topics critical for the understanding of terrorism and counterterrorism. Areas of study include the history and evolution of terrorism, the diverse types of terrorist organisations, the socio-economic and political factors driving terrorism, and the legal and ethical dimensions of counterterrorism strategies.

On successful completion of this unit, students will have developed analytical, strategic and ethical skills in the context of terrorism and counterterrorism. They will be able to assess and critically evaluate counterterrorism strategies and understand the legal and ethical challenges involved in counterterrorism operations. These skills are linked to employment opportunities in law enforcement, intelligence services and policy making, providing students with a competitive edge in the field of protective public services.

Learning Outcomes

By the end of this unit, a student will be able to:

LO1 Discuss the nature and causes of terrorism

LO2 Evaluate the impact of terrorism on national and global security

LO3 Assess a range of counterterrorism strategies available to police and security services

LO4 Analyse the legal and ethical considerations in counterterrorism approaches.

Essential Content

LO1 Discuss the nature and causes of terrorism

Purpose of terrorism:

Political influence: e.g. destabilisation of governments, policy changes, political concessions, secessionist goals

Psychological impact: e.g. fear induction, mass panic, societal division, eroding public confidence in governance

Economic disruption: e.g. targeting of economic hubs, infrastructure damage, increased security expenditure, market destabilisation

Social fragmentation: e.g. polarisation, intergroup tensions, undermining social cohesion, displacement of populations.

History and evolution of terrorism:

Early instances including historical precedents, ancient groups, targeted killings, religious, political

Modern terrorism: e.g. pre-1970s, 1970–2001, post-2001

Ideological shifts: e.g. anti-colonial movements, left-wing groups, right-wing groups, ethno-nationalist groups, religious extremism, terrorism vs. freedom fighting.

Technological evolution:

Cyber terrorism: e.g. hacking and cyberattacks on critical infrastructure, disruption of government and public service systems, cyber-espionage and data breaches

Social media utilisation: e.g. target identification, profiling individuals, gathering personal data

Attack coordination: e.g. encrypted messaging, real-time communication

Recruitment: radicalisation through targeted ads, private groups, messaging apps

Dissemination of information including propaganda (e.g. use of videos, infographics, digital publications), creating ideologically driven narratives

Anonymity and encryption: e.g. dark web forums, encrypted networks

Online chatter and surveillance challenges: intelligence gathering: e.g. monitoring forums, keyword analysis, security evasion, e.g. use of VPNs, burner accounts, coded language

AI in detection: e.g. algorithmic identification of threats, keyword flagging.

Types of terrorism:

Domestic: e.g. local groups, case studies, right-wing extremism, left-wing extremism

International: e.g. transnational operations, global strategies, networks

Cyber: digital attacks, e.g. DDOS (Distributed Denial of Service), ransomware, range of targets (e.g. schools, hospitals, infrastructure), social media propaganda

State-sponsored: including government-backed actions, e.g. support for terrorism in other countries, motivations, consequences, destabilising of other nation states

Lone-wolf: e.g. individual actors, psychological profiles, radicalisation pathways, notable cases.

Root causes of terrorism:

Political factors: e.g. instability, corruption, authoritarian regimes, case studies on failed states

Socio-economic factors: e.g. poverty, unemployment, education gaps, analysis of radicalisation conditions

Cultural and religious factors: e.g. cultural conflicts, religious extremism, identity crises, sectarian

Psychological factors: e.g. personal grievances, mental health, identity search, radicalisation processes, individual case studies.

Use of Case Studies

Students are free to review a range of centre-approved case studies to support Learning Outcome content at their own discretion. Please refer to the disclaimer at the beginning of this unit and ensure that the Designated Safeguarding Lead (or equivalent) is fully aware of any content being/to be delivered.

LO2 **Evaluate the impact of terrorism on national and global security**

National security implications:

Threat assessment: e.g. risk registers, threat levels, public communication

Immediate threats: e.g. casualties, economic impact, infrastructure damage, property damage, increased disruption, e.g. transport, delays, stop and search

Homeland security group: e.g. infrastructure protection, airport security, urban security measures

Public perception: e.g. fear, xenophobia, media influence, societal stability

Legislative impact: security vs freedoms, legislation impact, e.g. the USA PATRIOT Act, Australia anti-Terrorism Act (2005), France's State of Emergency (2015).

Global security implications:

Transnational threats: e.g. international relations, global governance, role of coalitions

Global policy and governance: e.g. UN resolutions, international law, human rights

International law: e.g. international legal frameworks to prosecute terrorism-related crimes, global counter-terrorism measures

Human rights considerations: e.g. counterterrorism vs. international human rights standards, preventing abuse

Economic impact: e.g. market consequences, tourism, aviation, financial sectors

Migration and displacement, e.g. humanitarian crises, refugee flows, integration challenges

Economic disruption: e.g. includes the cost of emergency response, increased security measures, potential long-term effects including tourism, flight paths, foreign investment, global trade, e.g. instability, changing global trade routes, increased costs for security and insurance

Funding counterterrorism: e.g. financial cost, impact on international development and aid

Proliferation of extremism: e.g. ideological spread, use of the internet, impact of globalisation.

Use of Case Studies

Students are free to review a range of centre-approved case studies to support Learning Outcome content at their own discretion. Please refer to the disclaimer at the beginning of this unit and ensure that the Designated Safeguarding Lead (or equivalent) is fully aware of any content being/to be delivered.

LO3 **Assess a range of counterterrorism strategies available to police and security services**

Intelligence gathering:

Types of intelligence: e.g. HUMINT, SIGINT, OSINT, roles in counterterrorism

Surveillance and monitoring: e.g. data mining, drone use, eavesdropping, facial recognition

Data analysis: e.g. intelligence data patterns, predictive analytics, artificial intelligence.

Advanced analytics software:

Predictive analytics: e.g. historical data, predict future, use of analytics tools, e.g. SAS and SPSS

Risk assessment tools: evaluate the probability and impact of threats, resource allocation and prioritisation, e.g. RiskWatch, Palantir.

Data analysis techniques:

Machine learning and AI algorithms: processing of large datasets to identify terrorism-related data, e.g. facial recognition, communication data (e.g. social media, messaging, SMS, phone calls), geographic data

Streaming analytics: e.g. detect and respond to incidents in real time, e.g. Apache Kafka and Apache Flink, visualisation and monitoring of data from multiple sources, e.g. ELK Stack (Elasticsearch, Logstash, Kibana)

Event detection: pattern recognition and identification, identify and respond to events as they occur.

Integrated approaches:

Integration of data from various sources: e.g. law enforcement, intelligence agencies, private sector, analysis of integrated data, multi-agency collaboration

Multi-agency collaboration including coordination of various agencies: e.g. law enforcement, intelligence agencies, private sector.

Operational responses:

Response organisations including security services, armed response units

Direct action: e.g. interception, armed response, intelligence monitoring

Preventive measures: e.g. Contest: Prevent, Pursue, Protect, and Prepare, Awareness campaigns, counter-radicalisation, community engagement, deradicalisation programmes

Crisis management: e.g. disaster response, emergency preparedness, incident management frameworks.

Use of Case Studies

Students are free to review a range of centre-approved case studies to support Learning Outcome content at their own discretion. Please refer to the disclaimer at the beginning of this unit and ensure that the Designated Safeguarding Lead (or equivalent) is fully aware of any content being/to be delivered.

LO4 **Analyse the legal and ethical considerations in counterterrorism approaches**

Policy and legislation:

Counterterrorism laws: e.g. legislative measures, strengths, weaknesses, civil liberty impacts

International cooperation: e.g. UN, NATO, INTERPOL roles, successful collaborations

Border security: e.g. biometric screening, advanced technologies, border control programmes.

Legal framework:

Human rights: e.g. national security balance, human rights laws, case discussions

International laws: e.g. UN conventions, Geneva Convention, international courts

Detention and interrogation: e.g. legalities, due process, humane treatment, Detainee Treatment Act.

Ethical dilemmas:

Surveillance vs privacy: e.g. mass surveillance, data collection, individual rights, Snowden case analysis

Use of force: e.g. lethal force ethics, proportionality, drone use issues, e.g. sovereignty issues, accuracy, civilian impact, ethical questions

Collateral damage: e.g. civilian casualties, harm mitigation, ethical responsibility, policy adjustments

Civil liberties: e.g. impact vs. effectiveness, legal implications and challenges, security effectiveness; examples, e.g. Guantanamo Bay, the PATRIOT Act.

Use of Case Studies

Students are free to review a range of centre-approved case studies to support Learning Outcome content at their own discretion. Please refer to the disclaimer at the beginning of this unit and ensure that the Designated Safeguarding Lead (or equivalent) is fully aware of any content being/to be delivered.

Pass	Merit	Distinction
LO1 Discuss the nature and causes of terrorism		**LO1 and LO2** **D1** Evaluate, using a range of approved examples, how the evolution of a range of different forms of terrorism has had an impact on national and global security.
P1 Explain, from a range of approved examples, the purpose and evolution of terrorism. **P2** Describe, using a range of approved examples, the root causes of the different forms of terrorism.	**M1** Analyse, with a range of approved examples, the factors contributing to the rise of different forms of terrorism.	
LO2 Evaluate the impact of terrorism on national and global security		
P3 Explain, with a range of approved examples, the implications of terrorism for national security. **P4** Discuss, with a range of approved examples, the implications of terrorism for global security and stability.	**M2** Analyse, with a range of approved examples, the impact of terrorism on national and global security.	

Pass	Merit	Distinction
LO3 Assess a range of counterterrorism strategies available to police and security services		**LO3 and LO4** **D2** Justify the application of a range of counterterrorism strategies, from a range of approved examples, considering any legal and ethical implications.
P5 Discuss, with a range of approved examples, the key intelligence gathering and technical strategies available to the police and security services in countering terrorism. **P6** Explore, with a range of approved examples, the range of collaborative and operational responses available to the police and security services in countering terrorism.	**M3** Analyse, using a range of approved examples, the range of counterterrorism strategies available to police and security services in countering terrorism.	
LO4 Analyse the legal and ethical considerations in counterterrorism approaches		
P7 Describe, with a range of approved examples, the legal frameworks and legislation governing counterterrorism approaches. **P8** Describe, with a range of approved examples, the ethical dilemmas encountered in counterterrorism approaches.	**M4** Assess, using a range of approved examples, the legal and ethical considerations associated with counter-terrorism approaches.	

Recommended Resources

Textbooks

Hoffman, B. (2006). *Inside Terrorism*. New York: Columbia University Press.

Nacos, B. L. (2016). *Terrorism and Counterterrorism*. Abingdon, Oxon; New York, NY: Routledge.

Rabenstein, C., Ratcliffe, M., Walker, C. (2019). *Blackstone's Counter-Terrorism Handbook*. Oxford: Oxford University Press.

Websites

www.gov.uk/government/collections/contest	UK Government Counter-terrorism Strategy (CONTEST) (General reference)
www.brookings.edu/articles/how-to-defeat-terrorism-intelligence-integration-and-development	The Brookings Institution How to defeat terrorism: Intelligence, Integration and Development (Report)
www.europol.europa.eu	Europol (General reference)
www.gov.uk/crime-justice-and-law/counter-terrorism	UK Counter-terrorism (General reference)
www.mi5.gov.uk	MI5 (General reference)
www.start.umd.edu/gtd	Global Terrorism Database (General reference)
www.un.org/counterterrorism	United Nations Office of Counter-Terrorism (General reference)

 © Pearson Education Limited 2025

Journals and articles

Kruglanski, A. W. and Fishman, S. (2009). 'Psychological Factors in Terrorism and Counterterrorism: Individual, Group, and Organizational Levels of Analysis', *Social Issues and Policy Review*, 3(1), pp. 1–44. Available at doi: doi.org/10.1111/j.1751-2409.2009.01009.x.

Sandler, T. (2015). 'Terrorism and counterterrorism: an overview', *Oxford Economic Papers*, [online] 67(1), pp. 1–20. Available at doi: www.jstor.org/stable/43772884.

Tosini, D. (2007). 'Sociology of Terrorism and Counterterrorism: A Social Science Understanding of Terrorist Threat', *Sociology Compass*, 1(2), pp. 664–681. Available at doi: doi.org/10.1111/j.1751-9020.2007.00035.x.

Links

This unit links to the following related units:

Unit 416: Modern Warfare and Conflict

Unit 506: Critical Infrastructure Protection

Unit 515: Cyber Security.

Unit 414: Government and Politics

Unit code: F/651/4699

Unit level: 4

Credit value: 15

Introduction

Government decisions have a profound impact on all roles within the public sector. As a result, it is essential for current and aspiring public sector professionals to understand the structure and functions of government to perform their roles effectively. This unit focuses on building this understanding, allowing students to explore the roles and responsibilities assigned to different levels of government. A thorough grasp of government structure and decision-making processes will enable students to engage with public sector responsibilities more efficiently and support government initiatives.

The unit aims to deepen students' knowledge of political systems and the influence of politics on public sector operations. Students will examine the positions of political parties across the political spectrum; helping them appreciate party ideologies and their relevance to policy making. Understanding how these ideologies shape government policies will allow students to critically assess the similarities and differences between political parties, aiding in their comprehension of how these views influence public sector decisions.

In addition to gaining an understanding of political ideologies, students will explore the processes used for holding elections at various governmental levels. By analysing election systems, students will learn how elections serve as a tool for public accountability and how they directly affect policy formation. The unit focuses on how decisions are made in government and the role of the public sector in supporting and implementing these decisions.

On completion of this unit, students will be able to analyse the impact of government policies on the public sector, examining how political decisions shape areas like civil protection, crime and criminal justice, public service management and emergency services. By understanding how policies influence the structure, priorities and operations of these sectors, students will gain practical skills in analysis, critical thinking, and communication. These skills prepare them for roles such as Policy Analyst, Public Affairs Specialist and Emergency Services Coordinator, where they can apply their expertise to improve service delivery, ensure policy compliance and engage with stakeholders. Ultimately, this unit equips students to navigate the complex landscape of public sector work and to contribute to it effectively.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the structure of government and its roles

LO2 Compare the political parties' positions on the political spectrum

LO3 Analyse the process used for holding elections at various government levels

LO4 Examine the effects of governmental policies on the public sector.

Essential Content

LO1 **Explain the structure of government and its roles**

Government structure:

Monarchy: e.g. head of state, Commonwealth, authorising legislation, powers, political responsibility, international representation, constitutional and representational duties to the UK and its government

Parliament and its functions, the constitution, separation of powers and the institutions of state (Executive, Legislative, Judiciary), Parliament's two-chamber system, including key roles in government, e.g. Speaker of the House, Leader of the House of Lords, The Lord Speaker, back benchers, Cabinet Office, the opposition.

Government levels:

Devolved powers of parliament (Scottish Parliament, Welsh Parliament, Northern Ireland Assembly), regional governments in England, e.g. combined authorities and regional mayors, central government and working with international countries, e.g. United States of America, France, Germany and others through political means of support and trade, international authorities, e.g. United Nations, European Union, G20, G7

Local authorities: e.g. county councils, district councils, unitary councils, metropolitan districts, London boroughs, two-tier council types in local authorities

Roles of the government: e.g. creating policy, debating in parliament and ongoing political and international issues, budgets and investment, conflict between levels, byelaws, directives and resolutions

Roles of the local authorities: e.g. social care (adult care, youth services), schools (school admissions, school management and maintenance, special educational needs), housing (social housing, housing standards and inspections, homeless prevention), planning (urban and rural planning, building control, environmental conservation), waste collection (waste disposal, recycling facilities), licensing (public event licensing, business licensing), emergency planning and community safety (disaster and emergency preparedness, flood risk and environmental hazards), registrar services (electoral services, citizenship services), supporting vulnerable and marginalised groups (mental health and addiction services, refugee and asylum seekers support).

LO2 **Compare the political parties' positions on the political spectrum**

Political ideologies:

Political theory including liberalism (John Locke, John Stuart Mill and Adam Smith), socialism (Karl Marx, Friedrich Engels), Fascism (Mussolini/Hitler concepts), populism and nationalism (Ernesto Laclau and Ernest Gellner), environmentalism (Robyn Eckersley), communism (Marxism), conservatism (Edmund Burke, Roger Scruton), characteristics of political ideology, historical development.

Political positions:

Definitions and origins, historical development, global context of political wings, each wing's core principles, each wing's characteristics, impacts of social policy, economical impacts

Extreme left wing: e.g. Marxism, anarchism

Left wing: e.g. socialism, progressivism, democratic socialism

Left of centre wing: e.g. social democracy, modern liberalism, green politics

Centre: e.g. centrism, third way, liberalism

Right of centre wing: e.g. liberal conservatism, neoliberalism, right-wing populism

Right wing: e.g. conservatism, libertarianism, classic liberalism

Extreme right wing: e.g. fascism, reactionary ideologies, monarchism

Comparisons of the left and right-wing ideology including historic ideology in relation to modern politics, examples from historic governments and the range of ideologies in their strengths and weaknesses, comparisons of social and economic impacts through political ideology.

Political parties:

The main parties in parliament: e.g. Conservative Party, Labour Party, Liberal Democrats, Scottish National Party (SNP) and any progressive parties, e.g. Democratic Unionist Party (DUP), Green Party, Plaid Cymru, Reform UK, Sinn Féin

Political trends: e.g. shift in ideologies over time, the impact of the UK leaving the EU, social class impacts, shifting voter bases and political alliances, e.g. working class realignment, urban vs. rural divide, manifesto pledges and changes over time.

LO3 **Analyse the process used for holding elections at various government levels**

Election definition and types:

Elections: purpose and structure, political implications (e.g. shape of government policy, political stability, balance of power), community impacts and representation, power sharing (devolved powers), political accountability

Election types: e.g. general election, by-election, local government, Scottish Parliament, Northern Ireland Assembly, Senedd Cymru (Welsh Parliament), Mayor of London, London Assembly, mayoral election, Police and Crime Commissioner.

The electoral process:

Dissolution of Parliament, Dissolution and Calling of Parliament Act 2022, the election timeframe at each level of government.

The electoral systems:

First-Past-The-Post (FPTP), Alternative Vote (AV) and Supplementary Vote (SV), including other forms of voting systems, e.g. Single Transferable Vote (STV), Additional Member System (AMS), Proportional Representation (PR).

Strengths and weaknesses of each system.

The election process:

Pre-election stage: e.g. nominations for candidates, eligibility for criteria, role of the political parties, selecting candidates

Campaigning: e.g. how parties and candidates campaign, role of the media, election advertising, use of social media, financing

Voting process: e.g. how votes are cast including polling stations, postal voting, online voting, overseas voting, innovative voting methods

Post-election stage: e.g. results declared and how challenges (recounts or disputes) are handled, the hung parliament following a national election, start of a new parliament, the role of election commissions and regulatory bodies (e.g. the Electoral Commission, Police and Crime Commissioners (PCCs), boundary commissions), different government types (majority, minority, coalition).

LO4 **Examine the effects of governmental policies on the public sector**

Policy areas and types:

Government policy areas including definition of policy areas, history of policy development

Policy area types: e.g. budgetary decisions, social welfare, environmental policies, education, human rights, regional development, immigration, antisocial behaviour, counterterrorism, cybercrime, international relations and foreign affairs.

Legislation:

Constitutional and governance: e.g. Magna Carta (1215), Human Rights Act (1998), Parliaments Act (1911 and 1949)

Economic and social welfare: e.g. Equality Act (2010), Care Act (2014), Housing and Planning Act (2016)

Civil liberties and justice: e.g. Crime and Disorder Act (1998), Data Protection Act (1998, updated 2018), Police and Criminal Evidence Act (1984)

Environmental legislation: e.g. Climate Change Act (2008), Environment Act (2001)

Devolution legislation: e.g. Scotland Act (2016), Wales Act (2017), Northern Ireland Act (1998)

Modernisation of society: e.g. Investigatory Powers Act (2016)

Impact on public sectors:

Financial impact: e.g. austerity measures, public funding spending, financial reductions and cuts, cost savings and resource management

Employment law: e.g. changes in law, impact on public sector employment conditions, diversity and inclusion requirements, reductions in workforce and restructuring, new hierarchies and structures, flexible and remote working

Security and defence policy: e.g. declarations of war, security and counterterrorism policies

Performance targets: e.g. government performance targets for public sector organisations, efficient and cost-saving initiatives, service quality vs. efficiency

Social impact: e.g. public sector policy decisions (healthcare, education, policing), welfare and social service changes, public sector role changes or cohesion

Legislative and policy changes: e.g. implementation of new processes and procedures, digital transformation and e-government, privacy requirements.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the structure of government and its roles</td><td rowspan="2">D1 Evaluate the various governmental levels' composition, functions and duties.</td></tr>
<tr><td>P1 Describe the role of the UK government and its constitution.
P2 Explain the duties assigned to the various governmental levels.</td><td>M1 Analyse the differences between the various governmental levels' composition, functions, and duties.</td></tr>
<tr><td colspan="2">LO2 Compare the political parties' positions on the political spectrum</td><td rowspan="5">LO2 and LO3
D2 Evaluate the impact of political ideology on election outcomes at various levels of government.</td></tr>
<tr><td>P3 Explain the range of different political ideologies currently represented in parliament.
P4 Discuss how current political party ideologies and manifestos have evolved over time.</td><td>M2 Compare the various parliamentary political parties' positions on the political spectrum.</td></tr>
<tr><td colspan="2">LO3 Analyse the process used for holding elections at various government levels</td></tr>
<tr><td>P5 Explain the election procedures that are employed at national governmental levels.
P6 Explain the election procedures that are employed at local governmental levels.</td><td>M3 Compare the election process used at the different levels of government, citing strengths and weakness of the systems.</td></tr>
<tr><td colspan="2">LO4 Examine the effects of governmental policies on the public sector</td><td rowspan="2">D3 Evaluate the impact of policies from local, regional and national government on the public sector in relation to the policy objectives.</td></tr>
<tr><td>P7 Outline the objectives of a range of recent local, regional and national policies as applied to the public sector.
P8 Discuss, with examples, the impact of policies from local, regional and national government on the public sector.</td><td>M4 Analyse how policy objectives are met through recently implemented policy.</td></tr>
</table>

Recommended Resources

Textbooks

Cairney, P (2020). *Understanding Public Policy: Theories and Issues*. 2nd Ed. London: Bloomsbury

Denver, D., Johns, R. (2021). *Elections and Voters in Britain*. 4th Ed. Switzerland: Springer International Publishing.

Heywood, A. (2021). *Party Ideology in Britain*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.conservatives.com	The Conservative Party (General reference)
www.electoral-reform.org.uk	Electoral Reform Society (General reference)
www.gov.uk	UK Government (General reference)
labour.org.uk	The Labour Party (General reference)
www.legislation.gov.uk	Legislation Gov UK (General reference)
www.libdems.org.uk	Liberal Democrats (General reference)
www.parliament.uk	UK Parliament (General reference)
eachother.org.uk	Human rights, news, views and information (General reference)

Journals and articles

Jacobs, M. and Hindmoor, A. (2024). 'Labour, left and right: On party positioning and policy reasoning', *The British Journal of Politics and International Relations*, 26(1), pp. 3–21. Available at doi: doi.org/10.1177/13691481221099734.

Kenny, M. (2021). 'Governance, politics and political economy – England's questions after Brexit', *Territory, Politics, Governance*, 10(5), pp. 678–695. Available at doi: doi.org/10.1080/21622671.2021.1962732.

Storey, V. A. and Farrar, M. (2009). 'The New Localism in the UK: Local Governance amid National Goals', *Teachers College Record*, 111(13), pp. 1–20. Available at doi: doi.org/10.1177/016146810911101301.

Williams, B. (2021). 'The 'New Right' and its legacy for British conservatism', *Journal of Political Ideologies*, 29(1), pp. 121–144. Available at doi: doi.org/10.1080/13569317.2021.1979139.

Links

This unit links to the following related units:

Unit 403: Equality, Diversity, Inclusion and Ethics

Unit 512: International Institutions and Public Services.

Unit 415: Crime and Substance Misuse

Unit code: M/651/4700

Unit level: 4

Credit value: 15

Introduction

Substance misuse and addiction have far-reaching impacts, not only on the individual but also on their families, communities and society as a whole. The consequences of substance misuse are extensive, ranging from physical and mental health deterioration to broader societal issues such as crime, domestic violence and homelessness. As addiction often leads to job loss, family breakdown and social exclusion, public services are under pressure to provide the necessary health, social and legal support. These services work to mitigate the harm caused by substance misuse, helping individuals regain stability in their lives while reducing the burden on society.

This unit gives students a comprehensive understanding of the drug classification system, relevant legislation and the categorisation of substances based on harm to individuals and society. By studying these frameworks, students gain insight into how drug laws influence criminal justice and public health priorities. They will explore a range of support services, including community- and prison-based programmes such as counselling, detoxification and harm reduction, assessing their effectiveness in aiding recovery and reducing reoffending. The unit covers crimes related to substance misuse, examining offences such as possession, supply and violence, along with the legal penalties and their broader impact on communities.

On completion of this unit, students should be able to identify the range of interventions available to the various parties involved in substance-related abuse and be able to recommend strategies to support such individuals. Students should be able to recommend and justify a range of interventions to help mitigate the effects on individuals and communities as a result of drug-related crime. This may lead to job roles in the criminal justice system as a Recovery Worker, Recovery Coordinator, Outreach Programme Coordinator, Therapist, Social Services Programme Coordinator, Social Services Worker or Support Worker.

Learning Outcomes

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

LO1 Examine the drug classification system and its associated legislation

LO2 Explore the range of support services and types of support available to substance misusers

LO3 Analyse crimes related to substance misuse and their legal consequences

LO4 Assess the impact of drug-related crime and the interventions implemented by public services to mitigate its effects.

Essential Content

LO1 **Examine the drug classification system and its associated legislation**

Classification:

Legislation: e.g. Misuse of Drugs Act 1971, Psychoactive Substances Act 2016, Misuse of Drugs Regulations 2001, The Medicines Act (1968), including the use of the framework and its purpose

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

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

Class C: e.g. benzodiazepines (diazepam/valium, temazepam), anabolic steroids, GHB (gamma-hydroxybutyrate), khat, buprenorphine (a medication used to treat opioid addiction)

Other substances: e.g. alcohol, tobacco, new psychoactive substances

Purpose of classification, including the penalties to user and supply/production, level of harm (to user or society), reclassification of drugs, assists police in allocating resources and setting priorities/community initiatives, impact on the economic status, educate public on harm and deters use, deters suppliers and producers due to associated penalties

Trends: e.g. reclassification, new substances, new legislation/amendments, temporary classification of drugs, drug classification over time.

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 including physical and mental functioning.

LO2 **Explore the range of support services and types of support available to substance misusers**

Support needs of substance misusers:

e.g. addiction, mental health, physical health, chaotic lifestyle, accommodation, education, employment or training, legal services (advice)

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

Government initiatives: e.g. 10 Year Drugs Strategy (2021), Public Health Grant

Private rehabilitation services: e.g. residential rehabilitation, outpatient rehabilitation, day care rehabilitation, luxury rehabilitation, medical detox, holistic rehabilitation, 12-step programmes, dual diagnosis treatment, family rehabilitation programmes

Charity and voluntary services: e.g. Adfam, Addaction, Narcotics Anonymous.

Services within the prison system:

Programmes and services including substance misuse treatment programmes, psychological and counselling services, drug recovery wings (DRWs), through the gate support (TTG)

Other supporting types: e.g. opiate substitution therapy (OST), 12-step programmes, peer-support programmes, family support programmes, mental health and dual diagnosis support

Organisational support in the prison system: e.g. Public Health England (PHE), Narcotics Anonymous and Alcoholics Anonymous, Adfam, The Forward Trust, Change Grow Live (CGL), Release.

LO3 **Analyse crimes related to substance misuse and their legal consequences**

Drug related crimes:

Possession, supply or importing, violence and intimidation, acquisitive crime, scale of drug-related offences, crime statistics, county lines, child exploitation.

Crimes committed by users:

e.g. driving under the influence, possession of illegal substances, crime to fund illegal substances, violent behaviour under the influence, domestic violence, child exploitation

Economic situation of those who use substances.

Crimes committed by suppliers:

Crimes related to illegal substances: e.g. possession supply, importing, production and distribution, county lines and across borders

Additional crimes linked to supplying illegal substances: e.g. gang culture (initiation and loyalty), territorial disputes, violent crimes – assault, battery, manslaughter and murder, possession of weapons, burglary, robbery, trafficking, international trade.

Drug-related penalties:

e.g. for possession, production, supply and trafficking drugs, importation, money laundering from drugs

Sentencing linked to classification, for other offences.

LO4 **Assess the impact of drug-related crime and the interventions implemented by public services to mitigate its effects**

Community impact:

Short-term impact: e.g. increased crime, increased antisocial behaviour, health impact, family, economic (national and locally), public service impact, youth and vulnerable population impact, business, effects associated with being a victim of crime

Long-term community impact: e.g. law enforcement response, increased pressure on health care, social service rehabilitation demands, education and prevention demands, housing prices, reputation, increased crime rates, impact of media reporting, tax increases.

Public service response:

Police service: e.g. law enforcement of drug distribution and supply, prevention and harm reduction, safeguarding, rehabilitation support, community policing and engagement, multi-agency collaboration

Other public service responses including agencies involved and the initiatives, e.g. police, courts, prison, probation, NHS.

Forms of responses:

Response to offenders: e.g. removal of offender(s) for arrest and/or rehabilitation, educational programmes, criminal justice system response, charity organisational support

Community response: e.g. increased patrols (hotspots), awareness campaigns, community intervention, educational programmes, community groups, public health responses

Creation of new offences/legislative change, including new national strategies and local initiatives, e.g. new psychoactive substances list, new legislation, new policies, new local initiatives to combat local issues.

Public service initiatives to tackle drugs and reduce crime:

e.g. county lines and legislation changes, reclassification, legislation (The Police, Crime, Sentencing, and Courts Act 2022), Drug testing on arrest (DTOA), public health initiatives, Drug Interventions Programme (DIP).

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the drug classification system and its associated legislation</td><td rowspan="5">LO1 and LO2

D1 Evaluate how drug classification and support services contribute to reducing substance misuse and reoffending.</td></tr>
<tr><td>P1 Describe the various categories of drugs and their corresponding effects on individuals.

P2 Explain the primary legislation that forms the foundation of the drug classification system.</td><td>M1 Assess the objectives and importance of the drug classification system.</td></tr>
<tr><td colspan="2">LO2 Explore the range of support services and types of support available to substance misusers</td></tr>
<tr><td>P3 Discuss the various support needs that substance misusers may require.

P4 Apply a range of community- and prison-based services available to address substance misuse.</td><td>M2 Analyse the effectiveness of a range of support services available to substance misusers.</td></tr>
<tr><td colspan="2">LO3 Analyse crimes related to substance misuse and their legal consequences</td><td rowspan="5">LO3 and LO4

D3 Evaluate the effectiveness of a public service initiative aimed at addressing drug-related crime, considering its impact on legal outcomes, community effects and the relevant public services.</td></tr>
<tr><td>P5 Describe the various types of crime associated with substance misuse.

P6 Discuss the legal consequences of penalties imposed for crimes associated with substance abuse.</td><td>M3 Analyse the effectiveness of the penalties imposed in helping to reduce crimes related to substance misuse.</td></tr>
<tr><td colspan="2">LO4 Assess the impact of drug-related crime and the interventions implemented by public services to mitigate its effects</td></tr>
<tr><td>P7 Explain the range of impacts of drug-related crime on local communities.

P8 Discuss the range of interventions that can be taken by public services to address drug-related crime.</td><td>M4 Assess how the range of interventions can help mitigate the impact of drug related crime.</td></tr>
</table>

Recommended Resources

Textbooks

Best, D. (2019). *Pathways to Recovery and Desistance: The Role of the Social Contagion of Hope*. London: Springer.

Best, D. and Colman, C. (eds) (2020). *Strengths-Based Approaches to Crime and Substance Use: From Drugs and Crime to Desistance and Recovery*. 1st Ed. Abingdon, Oxon; New York, NY: Routledge.

Stevens, A. (2011). *Drugs, Crime and Public Health: The Political Economy of Drug Policy*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.drugwise.org.uk	DrugWise (General reference)
www.gov.uk	UK Government Public Health England Treating Drug Misuse Controlled drugs (General reference)
www.forwardtrust.org.uk	The Forward Trust (General reference)
www.nationalcrimeagency.gov.uk	National Crime Agency (NCA) (General reference)
talktofrank.com	Frank Drugs A-Z (General reference)
www.ukdpc.org.uk	The UK Drug Policy Commission (General reference)

 © Pearson Education Limited 2025

Journals and articles

Bacon, M. (2021). 'Desistance from criminalisation: police culture and new directions in drugs policing', *Policing and Society*, 32(4), pp. 522–539. Available at doi: doi.org/10.1080/10439463.2021.1920587.

Latvala, A., Kuja-Halkola, R., D'Onofrio, B. M., Jayaram-Lindström, N., Larsson, H. and Lichtenstein, P. (2020). 'Association of parental substance misuse with offspring substance misuse and criminality: a genetically informed register-based study', *Psychological Medicine*, 52(3), pp. 496–505. Available at doi: doi.org/10.1017/S0033291720002135.

Stephenson, L., Van Den Heuvel, C. and Byard, R.W. (2023). 'Socioeconomic and psychosocial determinants of substance misuse – a national perspective', *Forensic Science, Medicine, and Pathology*, pp. 1499–1508. Available at doi: doi.org/10.1007/s12024-023-00702-6.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 503: Justice, Punishment and Rehabilitation

Unit 504: Serious and Organised Crime

Unit 517: Youth Offending.

Unit 416: Modern Warfare and Conflict

Unit code	**R/651/4701**
Unit level	**4**
Credit value	**15**

Introduction

The study of warfare and conflict is a critical aspect of understanding global history and contemporary international relations. Warfare and conflict have shaped societies, influenced political landscapes and driven technological advancements throughout history. This unit on the history, causes and effects of warfare and conflict, as well as the roles of international organisations and media, is designed to give students a comprehensive understanding of these complex phenomena. This unit is essential for students who are aiming to look into the intricacies of warfare and conflict; it will give them the knowledge and analytical skills necessary to comprehend the complex nature of war and its far-reaching impacts.

The unit covers a broad spectrum of topics essential to understanding warfare and conflict. Key areas of focus include the history of warfare and conflict, the causes and effects of wars, the involvement of international organisations and the role of media in modern warfare. Students will explore historical and contemporary examples of warfare, assess the multifaceted impacts of conflicts and examine the diplomatic, military and humanitarian roles of international organisations. The unit also looks at the influence of social media on public perception and support for military actions. Each topic is designed to build on the previous one, providing a cohesive and progressive learning experience. The curriculum is structured to give students the skills needed to be able to analyse and address the complexities of warfare and conflict.

On successful completion of this unit, students will have developed a robust set of analytical, research and critical thinking skills in the context of warfare and conflict studies. They will be able to explore historical contexts, assess causes and effects, examine the roles of international organisations and review the influence of media in warfare. Students will have gained understanding of the ethical challenges in war reporting and the impact of real-time media coverage. These skills are directly linked to employment opportunities in international relations, journalism, history and conflict resolution.

 © Pearson Education Limited 2025

Learning Outcomes

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

LO1 Explore the history of warfare and conflict

LO2 Assess the cause and effect of warfare and conflict

LO3 Examine the role of international organisations during war and conflict

LO4 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:

Differences between warfare and conflict

The structure of the different types of warfare and conflict

Characteristics associated with war and conflict.

Past wars and conflicts:

Historical examples: e.g. World War II, Cold War, Vietnam War, Rhodesian Bush War, Korean Conflict, Falklands Conflict, 100 Days War

Structure of past wars and conflicts

Characteristics of the belligerents involved in past wars and conflicts.

Contemporary warfare and conflict:

Contemporary examples: e.g. Syrian civil war, war in Somalia, Gulf War, Bosnian War

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

Political, historical, land, ethnic, ideological, financial, social, natural resources

Influence of history on continuous or repeated war and conflicts.

Effects of war and conflict:

Human impact: e.g. civilian casualties, military deaths, displacement of populations, refugee crises

Economic impact: e.g. infrastructure destruction, economic downturns, resource depletion, increased military spending

Political consequences: e.g. regime changes, new political orders, shifts in international alliances

Social consequences: e.g. social fragmentation, loss of cultural heritage, rise of nationalism

Technological development: e.g. innovations driven by wartime necessity, post-war technological diffusion

Environmental damage: e.g. land degradation, pollution, destruction of ecosystems, nuclear fallout.

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, United Nations High Commissioner for Refugees, World Food Programme

Diplomatic role: e.g. United Nations, European Union, African Union

Military and peacekeeping role: e.g. NATO, UN peacekeeping forces

Legal and judicial role: e.g. International Criminal Court, International Court of Justice

Roles undertaken by international organisations in supporting states involved in war and conflict.

Powers available to international organisations to prevent or stop wars and conflicts:

Trade embargos and sanctions

International war crime legislation: e.g. Geneva Convention, Ottawa Treaty, Laws of Armed Conflict, Charter of the United Nations and International Criminal Court.

LO4 **Review the role of media in modern warfare and conflict**

Types of modern-day media:

Social media: e.g. Facebook, X, Instagram, Reddit, Tumblr

Television: e.g. 24-hour news cycle, on-demand news, access to wide range of news channels

Radio

Printed media: e.g. newspapers, magazines.

Media as a tool of influence:

Propaganda: e.g. use of media to shape public opinion, boost morale, demonise the enemy

Information warfare: e.g. cyber propaganda, psychological operations, narrative control

Censorship and control: e.g. government restrictions, embedded journalism, biased reporting.

Impact of real-time coverage:

24-hour news cycles: e.g. instant updates, live broadcasting from conflict zones

Social media platforms: e.g. citizen journalism, viral content, misinformation spread

Public perception and support: e.g. influence on domestic and international audiences, shaping support for military actions.

Ethical challenges in war reporting:

Accuracy and objectivity: e.g. balancing facts with bias, avoiding sensationalism

Journalist safety: e.g. risks in conflict zones, kidnappings, targeted attacks

Misinformation and disinformation, e.g. combatting fake news, verifying sources.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the history of warfare and conflict</td><td rowspan="5">LO1 and LO2

D1 Evaluate the impact of war and conflict on a specific global region.</td></tr>
<tr><td>P1 Explain the different types of warfare and conflict.

P2 Identify the characteristics of past and current wars and conflicts.</td><td>M1 Analyse the differences between past and recent wars and conflicts.</td></tr>
<tr><td colspan="2">LO2 Assess the cause and effect of warfare and conflict</td></tr>
<tr><td>P3 Describe the causes of war and conflict.

P4 Discuss the effect of war and conflict on individuals and nations.</td><td>M2 Analyse the cause and effect of war and conflict on individuals and nations.</td></tr>
<tr><td colspan="2">LO3 Examine the role of international organisations during war and conflict</td></tr>
<tr><td>P5 Explain the different roles carried out by international organisations during war and conflict.</td><td>M3 Assess the involvement of international organisations in a specific conflict or war.</td><td>D2 Review the power and influence of international organisations during wars and conflicts.</td></tr>
<tr><td colspan="2">LO4 Review the role of media in modern warfare and conflict</td><td rowspan="2">D3 Evaluate the impact of traditional and social media coverage on a specific example, highlighting the ethical challenges in war and conflict reporting.</td></tr>
<tr><td>P6 Outline the role of traditional media and social media in reporting war and conflict.

P7 Discuss how media reporting can influence public opinion towards war and conflict.</td><td>M4 Analyse the impact of real-time media coverage on shaping public opinion during war and conflict reporting.</td></tr>
</table>

Recommended Resources

Textbooks

Dunn Cavelty, M. and Balzacq, T. (2017). *The Routledge Handbook of Security Studies*. 2nd Ed. Abingdon, Oxon; New York, NY: Routledge.

Fonseca, B. and Rosen, J. D. (2017). *The New US Security Agenda: Trends and Emerging Threats*. Basingstoke: Palgrave Macmillan.

Frowe, H. (2022). *The Ethics of War and Peace: An Introduction.* Abindgon, Oxon; New York, NY: Routledge.

Jordan, D., Lonsdale, D. J., Tuck, C., C. Dale Walton (2016). *Understanding Modern Warfare.* 2nd Ed. Cambridge: Cambridge University Press.

Sriram, C. L., Martin-Ortega, O. and Herman, J. (2017). *War, Conflict and Human Rights: Theory and Practice.* 3rd Ed. Abingdon, Oxon; New York, NY: Routledge.

Websites

basicint.org	British American Security Information Council (General reference)
www.icc-cpi.int/	International Criminal Court (ICC) (General reference)
www.nato.int/	North Atlantic Treaty Organisation News (General reference)
www.sipri.org/	Stockholm International Peace Research Institute (SIPRI) (General reference)
www.un.org	United Nations Security Council (General reference)
warontherocks.com	War on the Rocks (General reference)

Journals and articles

Glowacki, L., Wilson, M. L. and Wrangham, R. W. (2020). 'The evolutionary anthropology of war', *Journal of Economic Behavior & Organization*, 178, pp. 963–982. Available at doi: doi.org/10.1016/j.jebo.2017.09.014.

Lazar, S. (2017). 'Just War Theory: Revisionists Versus Traditionalists', *Annual Review of Political Science*, 20(1), pp. 37–54. Available at doi: doi.org/10.1146/annurev-polisci-060314-112706.

Shaw, M. (2003). Global Civil Society: An Answer to War. Mary Kaldor. Cambridge: Polity, 2003. 14.99. 189pp. *Survival*, 45(4), pp. 227–228. Available at doi: doi.org/10.1080/00396338.2003.9687578.

Tzenios, N. (2023). 'Case Study: Just War Doctrine', *Open Journal of Political Science*, 13(1), pp. 1–17. Available at doi: doi.org/10.4236/ojps.2023.131001.

Links

This unit links to the following related units:

Unit 413: Terrorism and Counterterrorism

Unit 512: International Institutions and Public Services.

Unit 417: Fitness Preparation and Testing

Unit code: T/651/4702

Unit level: 4

Credit value: 15

Introduction

Physical fitness is crucial for ensuring that personnel can meet the demands of their role, which often involve high-stress situations requiring physical endurance, strength and agility. Many uniformed services require a level of physical fitness, for example the fire service and the military. As public service professionals face unique challenges, such as emergency response and community safety, understanding fitness preparation and testing becomes essential. The objective of this unit is to give students the knowledge and skills necessary for conducting fitness assessments and developing fitness preparation programmes.

Students will be introduced to a range of fitness topics, including the components of fitness required for protective services, various fitness assessment methods, the importance of physical training programmes and the principles of designing effective fitness sessions. Students will design and deliver a fitness training programme for an identified public service, where they will be able to select appropriate fitness tests to ensure effective programme delivery to meet identified objectives. Students will look at the range of data produced by the fitness tests and some key methods for data analysis.

On successful completion of the unit, students will be proficient in conducting fitness assessments, interpreting fitness data and designing training programmes that meet the specific needs of protective public service personnel. The knowledge and skills gained in this unit can lead to job roles that require high levels of fitness, including police firearms officers, physical training instructors and royal marines.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the fitness requirements for entry into different public services

LO2 Define the reliability, validity and practicality of fitness tests for an identified public service

LO3 Design a safe and effective fitness training programme for a chosen public service

LO4 Implement a fitness training programme for a chosen public service.

Essential Content

LO1 Explain the fitness requirements for entry into different public services

Fitness requirements:

Different public service requirements, including police, prison service, armed forces, fire service, ambulance service, coastguard and mountain service

The rationale for differences between entry requirements for different public services

Reasons for the inclusion of specific tests within public services

Service Specific Key Performance Indicators (KPIs).

Fitness tests:

General fitness tests, including: bleep test (different minimum levels based on service), push/pull test, grip strength test, enclosed spaces test, 2 km run test, press-up and sit-up test

Service-specific tests, including ladder climb test, casualty evacuation, equipment carry test, breathing apparatus test carry test

Role-dependent tests: e.g. swimming and endurance tests

Health and safety: risk factor evaluation, medical history and informed consent.

UK public service entry tests:

Probation service fitness tests: bleep test, grip strength dynamometer (both hands), 6 kg shield hold, Illinois agility test

Police force: bleep test (standard dependent on role), Chester treadmill police walking and run test

Fire service: Chester treadmill test, ladder climb, casualty drag, ladder lift/lower, enclosed spaces, equipment carry, equipment assembly

Paramedic: skinfold callipers, back-strength dynamometer, grip strength dynamometer (both hands), standing grip test, walking grip test, stepping grip test, YMCA step test

Army: multi-stage fitness test, medicine ball throw, mid-thigh pull

RAF: 2.4 km treadmill run, multi-stage fitness tests

Navy: 2.4 km run.

LO2 **Define the reliability, validity and practicality of fitness tests for an identified public service**

Validity of fitness tests:

Concept and types: validity in the context of fitness testing, including content and criterion-related validity

Test selection: identification of tests that accurately measure the fitness components relevant to protective public services.

Reliability:

Concept and types: the reliability of fitness tests

Absolute reliability (test consistency) and relative reliability (comparison across different individuals)

Practical considerations:

Factors that impact on the reliability of fitness tests: e.g. tester experience, equipment calibration, testing conditions.

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, organisation of the tests.

LO3 **Design a safe and effective fitness training programme for a chosen public service**

Fitness programme design:

Identified objectives

Training methods to target an area of improvement

Design considerations: exercise selection, configuration/personalisation, data collection, progress monitoring

Progression considerations: data analysis, next phases of exercise: e.g. time, intensity, repetition, flexibility

Configuration of exercises for a specific goal

Programme outcomes

Constraints: e.g. age, gender, service type, budget, time.

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

Other measurements: e.g. typical basal metabolic rate, resting heart rate, heart rate training zones, blood pressure.

Data collection mechanisms:

Data-recording equipment: e.g. pedometers, heart-rate monitors, pulse oximeters, blood-pressure monitors, GPS-based devices, skinfold callipers

Blood monitoring: e.g. lactic acid, blood sugar, oxygen, CO2 measurements

Non-technical recording: e.g. training diaries, observation, databases

Data analysis: analytical techniques, statistical analysis, population analysis, predictive modelling, trend analysis

Fitness data analysis, including identification of areas for improvement and readiness for an identified public service.

LO4 **Implement a fitness training programme for a chosen public service scenario**

Fitness goals setting:

Programme requirements and purpose

Evaluating personal information, physical activity readiness questionnaire, creating short- and medium-term goals, use of SMART and FITT principles.

Fitness programme delivery:

Delivery mechanisms: e.g. individual, group

Session delivery: e.g. aerobic warm up, stretching, session structure, cool down

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.

Progress monitoring:

Methods used to support progression: e.g. hypertrophy, progressive overload

Progress review: comparison to service KPI, application of data analysis, identification of next steps: e.g. repeat test, selection of identified progression

Programme improvements and limitations: e.g. session length, intensity, requirements, relevancy, equality and diversity, health and safety, fitness for purpose, appropriateness

Public service fitness test norms, analysis of data, presentation of data.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the fitness requirements for entry into different public services</td><td rowspan="5">LO1 and LO2
D1 Justify how fitness tests meet the requirements for an identified public service.</td></tr>
<tr><td>P1 Explain the entrance fitness requirements for a range of public services.
P2 Outline the fitness tests required for a range of public services.</td><td>M1Assess how the fitness tests meet the fitness entrance requirements for a range of public services.</td></tr>
<tr><td colspan="2">LO2 Define the reliability, validity and practicality of fitness tests for an identified public service</td></tr>
<tr><td>P3 Define the validity of fitness tests for an identified public service.
P4 Define the reliability and practicality of fitness tests for an identified public service.</td><td>M2 Analyse the validity, reliability and practicality of fitness tests for a chosen public service.</td></tr>
<tr><td colspan="2">LO3 Design a safe and effective fitness training programme for a chosen public service</td><td rowspan="5">LO3 and LO4
D2 Evaluate the design and implementation of a fitness training programme for a given public service scenario based on the identified objectives.</td></tr>
<tr><td>P5 Design a fitness programme for a given public service scenario containing a range of fitness tests.
P6 Identify the data collection mechanisms and progression opportunities for the fitness programme.</td><td>M4 Justify the selection of the fitness test for the designed fitness programme.</td></tr>
<tr><td colspan="2">LO4 Implement a fitness training programme for a chosen public service</td></tr>
<tr><td>P7 Implement a fitness programme for a potential member of the public services based on identified objectives.
P8 Recommend a range of progression opportunities for a member of the public services using the collected data.</td><td>M5 Review the implementation of the fitness training programme, including strengths and limitations, showing how well the programme meets the requirements of the public service scenario.</td></tr>
</table>

Recommended Resources

Textbooks

Gibson, A. L., Wagner, D. R. and Heyward, V. H. (2024). *Advanced Fitness Assessment and Exercise Prescription*. 9th Ed. Champaign, Il: Human Kinetics.

Turner, A. and Comfort, P. (2022). *Advanced Strength and Conditioning: An Evidence-Based Approach*. Abingdon, Oxon; New York, NY: Routledge.

Yoke, M. M. and Armbruster, C. K. (2019). *Methods of Group Exercise Instruction*. Champaign, Il: Human Kinetics.

Websites

jobs.army.mod.uk/how-to-join/army-assessment/fitness-tests	The Army Physical Fitness Tests (General reference)
www.college.police.uk/support-forces/health-safety-welfare/job-related-fitness-standards	Job-related fitness standards (General reference)
www.gov.uk/government/publications/exercising-best-practice-guidance	Exercising Best Practice Guidance (General reference)
www.gov.uk/government/publications/modern-firefighter-fitness-guide	Modern firefighter fitness guide (General reference)
www.royalnavy.mod.uk/careers/joining-process/get-fit-to-join/exercises	Royal Navy Exercises (General reference)

Journals and articles

Gamble, R. P., Stevens, A. B., McBrien, H., Black, A., Cran, G. W. and Boreham, C. A. (1991). 'Physical fitness and occupational demands of the Belfast ambulance service', *Occupational & Environmental Medicine*, 48(9), pp. 592–596. Available at doi: doi.org/10.1136/oem.48.9.592.

Koedijk, M., Hutter, R. I. (Vana), Renden, P. G., Kleygrewe, L. and Oudejans, R. R. D. (2023). Fitness testing at police academies: Optimal fitness for duty. *International Journal of Police Science & Management*, 25(2). Available at doi: doi.org/10.1177/14613557231159534.

Ladlow, P. et al. (2020). 'Integration of strength training into UK Defence Rehabilitation practice: current trends and future challenges', *BMJ Military Health*, 168, p. e001590. Available at doi: doi.org/10.1136/bmjmilitary-2020-001590.

Nikolaidis, P.T. et al. (2019). 'Exercise Testing of Muscle Strength in Military', *Military Medicine*, 184(9–10), pp. e426–e430. Available at doi: doi.org/10.1093/milmed/usz152.

Marins, E. F., David, G. B. and Del Vecchio, F. B. (2019). 'Characterization of the Physical Fitness of Police Officers', *Journal of Strength and Conditioning Research*, [online] 33(10), pp. 2860–2874. Available at doi: doi.org/10.1519/jsc.0000000000003177.

Poplin, G. S., Roe, D. J., Burgess, J. L. et al. (2016). 'Fire fit: assessing comprehensive fitness and injury risk in the fire service', *International Archives of Occupational and Environmental Health* 89, pp. 251–259. Available at doi: doi.org/10.1007/s00420-015-1068-4

Zeno, S. A. et al. (2013). 'Warm-ups for Military Fitness Testing', *Medicine & Science in Sports & Exercise*, 45(7), pp. 1369–1376. Available at doi: doi.org/10.1249/mss.0b013e318285c1b9.

Links

This unit links to the following related units:

Unit 402: Mental Health and Wellbeing

Unit 418: Outdoor Skills Development.

Unit 418: Outdoor Skills Development

Unit code	**Y/651/4703**
Unit level	**4**
Credit value	**15**

Introduction

The ability to learn new skills and operate in a challenging environment is something that serves well in all public service job roles. Also, being able to manage risk and understand the decision-making process is crucial when working in potentially challenging and high-pressure situations.

Students will develop practical skills in a range of outdoor and adventurous activities while examining the role that risk management and decision making have on the leadership of a successful outdoor session. Combining theoretical knowledge and practical skills, 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 participate in a variety of land- or water-based outdoor adventurous activities; they will also 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:

LO1 Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities

LO2 Perform a range of outdoor and adventurous activities

LO3 Implement an outdoor and adventurous activity session

LO4 Review performance and skills development in outdoor and adventurous activities.

Essential Content

LO1 **Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities**

Risk assessments:

Generic, specific and dynamic risk assessments

Importance of risk assessments

Legal implications of risk assessments.

Undertaking health and safety checks for contrasting outdoor activities:

Documentation, checking of equipment, environment, knowledge of participants, protection, understanding of severity, solutions for risks

Duty of care towards employers, employees, service users, organisations.

Factors that limit risk:

e.g. risk assessment, first aid, contacting next of kin

Adequate planning and preparation before the activity, e.g. consent forms, medical details, ratios, qualifications, appropriate location, appropriate activities, correct equipment.

Legislation:

Health and Safety Executive (HSE), considering potential risks, first aid, emergency procedures

Health and Safety at Work etc. Act (1974), Management of Health and Safety at Work Regulations (1999), Workplace (Health, Safety and Welfare) Regulations (1992).

Decision-making factors:

Consideration of factors: e.g. weather, ability level, equipment, fitness, health problems and limitations

Ability to manage risk

Importance of a dynamic risk assessment

Risk vs. 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 **Perform 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 **Implement 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 practice 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-faire, 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 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:

The nature of a skill and the process of acquiring it

Cognitive, associative and autonomous stages of skill acquisition

The links between skills acquisition, competence of the individual and the level of risk exposed to.

Skill acquisition theories:

Use of theories to enhance teaching of skills in the outdoor environment, e.g. Fitts and Posner's Three Stages of Motor Learning, Clark Hull Drive Reduction Theory, Dreyfus' Model of Skill Acquisition, experiential education theories, group development theories, Kurt Hahn, Willi Unsoeld.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the legislation and concepts involved in risk management and decision making in outdoor and adventurous activities</td><td rowspan="5">LO1 and LO2

D1 Evaluate the impact that planning for risk and effective decision making has on the outcomes of an activity session.</td></tr>
<tr><td>P1 Explain the steps taken to reduce the potential and specific risks inherent in outdoor and adventurous activities.

P2 Assess the impact of the decision-making process on the outcome of an activity session.</td><td>M1 Analyse the impact that planning for risk and effective decision making has on the outcomes of an activity session.</td></tr>
<tr><td colspan="2">LO2 Perform a range of outdoor and adventurous activities</td></tr>
<tr><td>P3 Demonstrate skill progression in outdoor and adventurous activities.

P4 Explain the emergency procedures required to deal with potential problems in outdoor adventurous activities.</td><td>M2 Demonstrate advanced skills as laid out by national governing bodies in outdoor and adventurous activities.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Implement an outdoor and adventurous activity session		**LO3 and LO4** **D2** Justify your proposed action plans for Continuous Professional Development (CPD) skills development, based on your performance review.
P5 Plan an outdoor and adventurous activity session. **P6** Deliver an outdoor and adventurous activity session, using group management techniques.	**M3** Lead an engaging outdoor and adventurous activity session, using effective group management techniques.	
LO4 Review performance and skills development in outdoor and adventurous activities		
P7 Analyse your performance in delivery and leadership of an outdoor and adventurous activity session. **P8** Carry out a personal outdoor skills audit, producing action plans for skills development CPD in outdoor activities. **P9** Explain skill acquisition and the stages of outdoor skills development.	**M4** Evaluate your performance in the delivery and leadership of the activity session.	

Recommended resources

Textbooks

Barton, B. (2007). *Safety, Risk and Adventure in Outdoor Activities.* London: Sage Publications.

Mortlock, C. (2015). *The Adventure Alternative.* Cumbria: Cicerone Press.

Priest, S. and Gass, M. (2005). *Effective Leadership in Adventure Programming.* 2nd Ed. Champaign, Il: Human Kinetics.

Suggested models

Adair, J. E. (1973). *Action-centred Leadership*

Dreyfus, E. (2004). *The Five-stage Model of Adult Skill Acquisition*

Hersey, P. and Blanchard, K. H. (1977). *Situational Leadership Model*

Knapp, B. (1967). *The Open and Closed Continuum*

Kolb, D. (1984). *Experiential Learning Cycle*

Martin and Priest (1986). Priest (1999). *The Adventure Experience Paradigm*

Mortlock, C. (1984). *Adventure States*

Tannenbaum and Schmidt (1957). *Leadership Continuum*

Websites

paddleuk.org.uk	British Canoeing (General reference)
www.britishcycling.org.uk	British Cycling (General reference)
www.personal-coaching-information.com	Personal Coaching Information Effective coaching models (General reference)
www.rya.org.uk	The Royal Yachting Association (General reference)
www.thebmc.co.uk	The British Mountaineering Council (General reference)

Journals and articles

Boniface, M. R. (2007). 'Towards an understanding of flow and other positive experience phenomena within outdoor and adventurous activities', *Journal of Adventure Education and Outdoor Learning*, 1(1), pp. 55–68. Available at doi: doi.org/10.1080/14729670085200071.

Dreyfus, S. E. (2004). 'The Five-Stage Model of Adult Skill Acquisition', *Bulletin of Science, Technology & Society*, 24(3), pp. 177–181. Available at doi: doi.org/10.1177/0270467604264992.

Ewert, A., Gilbertson, K., Luo, Y.-C. and Voight, A. (2013). 'Beyond "Because It's There"', *Journal of Leisure Research*, 45(1), pp. 91–111. Available at doi: doi.org/10.18666/jlr-2013-v45-i1-2944.

Links

This unit links to the following related units:

Unit 402: Mental Health and Wellbeing

Unit 417: Fitness Preparation and Testing

Unit 514: Expedition Planning.

Unit 419: Third Sector and Public Services

Unit code	**A/651/4704**
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.

The aim of this unit is to give students a comprehensive understanding of the historical context and evolving role of third sector organisations in public services. Students will explore the significance of these organisations in society, examining their contributions to community engagement, support for vulnerable groups and public service delivery. Through practical application, students will develop strategies for effective collaboration between third sector organisations and public services, and review the benefits and barriers of such partnerships. This hands-on approach ensures that students gain a holistic understanding of the various elements involved in successful third sector and public service collaboration, preparing them for real-world challenges in this field.

On successful completion of this unit, students will have developed a robust set of analytical, strategic and collaborative skills in the context of third sector and public service partnerships. They will be able to examine historical contexts, investigate organisational roles, develop and implement collaboration strategies, and review the benefits and barriers of partnership working. Students will also gain understanding of how to engage communities, support vulnerable groups and contribute to public service transformation. These skills are directly linked to employment opportunities in public administration, non-profit management, and community development, providing students with a competitive edge in the third sector and public service fields.

Learning Outcomes

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

LO1 Examine the recent historical context of third sector involvement with the public services

LO2 Investigate the role of third sector organisations in society

LO3 Develop strategies for effective collaboration between the third sector and the public services

LO4 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, AA, Age UK, Cancer Research UK, Alzheimer's Society, MIND, British Heart Foundation, World Wildlife Fund, Greenpeace, National Trust, RSCPA, Save The Children, Amnesty International

Recent historical context: 1990s, e.g. mixed economy of welfare in social care, NHS and Community Care Act 1990, public sector contracts, service delivery, campaigning, advocacy, CENTRIS report 'Voluntary Action' 1993, Deakin report 1996, partnership culture vs. contract culture

1997–2010, e.g. development of delivery across other public service areas, rapid outsourcing, commission and contracting, 1998 'National Compact' between government and voluntary sector, 2002 HM Treasury 'Cost-Cutting' Review, Futurebuilders, ChangeUp, Office of the Third Sector action plan for third sector involvement in public services 2006, review of commissioning process

2010 to today, e.g. Green Paper 'A Stronger Society: Voluntary Action in the 21st Century', Conservative idea of the 'Big Society', compact renewal following establishment of coalition government, Charities Act 2011.

Transforming public services:

Advising and supporting the design of public services, delivering services, identifying needs, developing innovative approaches, improving services

Filling gaps within the private and public sectors, e.g. outsourcing, front-line services, budgetary restrictions, highlighting cases to public services.

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.

Work of third sector organisations:

e.g. community engagement, supporting marginalised groups, meeting public need

Vulnerable individual support: victim support, vulnerable groups, disaffected individuals, mental health services, addiction, rehabilitation and support, pastoral and emotional support, food and clothing

Elderly individual support: housing, legal or advocacy advice, community transport, home care and interaction, heating, medical advice and support

Young people support: extra-curricular activities, employment and education support, long-term communication and/or friendship, mentor roles.

Examples of 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, British Heart Foundation, Age UK, Alzheimer's Society

Children's services: e.g. Barnardo's, Save The Children, NSPCC

Probation services: e.g. NACRO, G4S

Community transport: e.g. ECT, Age UK

Therapy and mental health services: e.g. Mind

Substance misuse work: e.g. Addaction, AA

Search and rescue: e.g. RNLI

Sexual health: e.g. FPA.

LO3 **Develop strategies for effective collaboration between the third sector and the public services**

Collaboration requirements:

Identification of requirements including community demand, areas of commonality, e.g. homelessness, mental health, substance misuse, elderly or vulnerable individual support

Resource sharing: resource pooling including funding, personnel, equipment, address community needs, reduce duplication

Service gaps: public sector strengths, e.g. regulatory powers, infrastructure; third sector strengths, e.g. community access, engagement, trust

Collaboration identification: public sector identification, third sector identification.

Collaboration strategies:

Formal partnerships: establishing joint ventures, memoranda of understanding (MOUs), service agreements including formalisation of collaboration, expectation setting, allocation of responsibilities, success criteria

Multi-agency frameworks: agency forums, communication strategies (high-level meetings, low-level meetings, emails, video conferencing), benefits of regular communication, policy alignment, coordinated responses

Data and information sharing: secure sharing, data protection practices, data privacy practices, alignment of security, client benefits, enhance service delivery.

Implementing collaboration:

Joint training programmes: cross-sector training, increase mutual understanding, e.g. processes, benefits, limitations, resources, sector knowledge

Funding mechanisms: identifying joint funding opportunities, e.g. grants, charitable donations, public-private partnerships, impact on service sustainability, budget allocations, funding management and administration

Joint service delivery models: e.g. embedded staff members, co-located services, shared service, Public Private Partnerships, Public/Local Authority Trading Company (PATC/LATC), Joint Service Partnerships, Public Service Mutual (PSM), enhancement of community accessibility and responsiveness.

Evaluating and sustaining collaboration:

Setting measurable goals: objective development (clear, shared responsibility, Key Performance Indicators (KPIs)), success monitoring, e.g. service reach, client satisfaction, resource efficiency

Feedback mechanisms: incorporating regular feedback from clients, stakeholders and frontline staff, using feedback to adapt and improve collaborative approaches

Sustainability planning: strategies for long-term sustainability, including diversification of funding, community involvement, adaptability to policy or regulatory changes.

LO4 **Review the benefits and barriers of third sector organisations working in partnership with the public services**

Partnership working:

Innovation: e.g. prevent youth offending, partner in designing services, e.g. the Royal National Institute for the Deaf and Department of Health and Social Care (DHSC) in developing better audiology services

Delivering services: e.g. St John Ambulance operates some NHS ambulance services

Campaigning for change: e.g. greater disability access, 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. contracts including location, bidding process, commissioning process, range of contracts, statutory bodies (help, advice and support), contract length (three year, longer local funding), administration and maintenance

Location of organisations

Processes: e.g. commissioning, funding, contract bidding, knowledge and understanding, funding

Funding: e.g. applying for funding, grant application (e.g. help, advice, support), local, statutory funding costs (including overhead recovery, direct costs), timely payment, administration

Excessive burden of monitoring and evaluation.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the recent historical context of third sector involvement with the public services</td><td rowspan="2">D1 Evaluate the effectiveness of the third sector in the support of public services.</td></tr>
<tr><td>P1 Discuss, with examples, the meaning of the third sector with regard to involvement in public services.

P2 Explain key events that have shaped the work of third sector organisations.</td><td>M1 Analyse how the work of third sector organisations within the public services has developed over time.</td></tr>
<tr><td colspan="2">LO2 Investigate the role of third sector organisations in society</td><td rowspan="2">D2 Evaluate, with examples, the effectiveness of third sector organisations in society.</td></tr>
<tr><td>P3 Identify the types of work that third sector organisations are involved in.

P4 Explain the purpose and role of a range of third sector organisations in society.</td><td>M2 Analyse the purpose and role of a range of third-sector organisations in society.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Develop strategies for effective collaboration between the third sector and the public services		**LO3 and LO4** **D3** Justify the use of third sector organisations in the delivery or support of delivery of public services.
P5 Identify a range of third sector organisations that could collaborate with the public services for a given scenario. **P6** Develop a collaboration strategy between the identified third sector organisations and the public services for a given scenario.	**M3** Assess the effectiveness of the collaboration strategy between the identified third sector organisations and the public services for a given scenario.	
LO4 Review the benefits and barriers of third sector organisations working in partnership with the public services.		
P7 Outline the ways in which third sector organisations work in partnership with public services. **P8** Explain the benefits and barriers to using third sector organisations for public service delivery.	**M4** Analyse the benefits and barriers of third sector organisations working in partnership with the public services.	

Recommended Resources

Textbooks

Bridge, S., Murtagh, B. and O'Neill, K. (2008). *Understanding the Social Economy and the Third Sector.* London: Palgrave.

Cunningham, I. and James, P. (2011). *Voluntary Organisations and Public Service Delivery.* Abingdon, Oxon; New York, NY: Routledge.

Howieson, B. and Hodges, J. (2014). *Public and Third Sector Leadership: Experience Speaks.* Bingley: Emerald Group Publishing Limited.

Rees, J. and Mullins, D. (2017). *The Third Sector Delivering Public Services: Developments, Innovations and Challenges*. Bristol: Policy Press.

Websites

www.birmingham.ac.uk/research/tsrc	Third Sector Research Centre (Research)
www.gov.uk	Voluntary Sector Civil Protection Forum (VSCPF) (General reference)
www.gov.uk/guidance/voluntary-and-community-sector-organisations-who-can-give-you-extra-support	GOV UK Voluntary and community sector organisations who can give you extra support (General reference)
ncvo.org.uk	National Council for Voluntary Organisations (General reference)
www.thirdsector.co.uk	Third Sector (General reference)

 © Pearson Education Limited 2025

Journals and articles

Brandsen, T. and Pestoff, V. (2006). 'Co-production, the third sector and the delivery of public services', *Public Management Review*, 8(4), pp. 493–501. Available at doi: doi.org/10.1080/14719030601022874.

Kelly, J. (2007). 'Reforming Public Services in the UK: Bringing in the Third Sector', *Public Administration*, 85(4), pp. 1003–1022. Available at doi: doi.org/10.1111/j.1467-9299.2007.00680.x.

Rees, J., Mullins, D. and Bovaird, T. (2012). 'Third sector partnerships for public service delivery: an evidence review', Available at doi: doi.org/10.13140/2.1.4517.4088.

Links

This unit links to the following related units:

Unit 401: Exploring Public Services

Unit 521: Work-based Experience.

Unit 420: Technology in Public Services

Unit code: D/651/4705

Unit level: 4

Credit value: 15

Introduction

In the 21st century, modern public services rely heavily on advanced technological solutions to enhance their efficiency and effectiveness. 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. From emergency response systems to predictive analytics in crime prevention, technology plays a critical role in safeguarding the public.

This unit gives students the opportunity to delve into the various elements of technology, considering predictive analytics and crime-prevention models. 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 gain a greater understanding of how the technology in public services safeguards the public with surveillance and cybersecurity software.

On completion of this unit, students will have developed a robust set of skills related to the integration and use of technology in public services. They will be able to evaluate the benefits and limitations of various technological tools. The unit will equip students with the knowledge needed to leverage technology in real-world scenarios. This unit is essential for students pursuing careers in public safety, such as Cyber Engineer, Intelligence Operative and Military Signaller.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Review the technological tools and systems used in the public services

LO2 Analyse the impact of technological developments for the public service workforce

LO3 Design a technology-based solution for a specific issue in the public services

LO4 Review the effect of emerging technologies on the public services.

Essential Content

LO1 **Review the technological tools and systems used in the public services**

Communications:

Radio: e.g. airwave, Bowman, mobile communications, digital voice recorder and LAN, satellite communications, e.g. mobile data terminals, Ptarmigan digital tactical systems, email, emergency notification systems.

Surveillance and detection:

GPS tracking, RADAR, SONAR, CCTV, audio monitoring, thermal imaging, infrared, uses in counterterrorism, e.g. phone tapping – issues of civil liberties and abuse of power.

Rescue and recovery:

Fire service technologies: e.g. thermal imaging, Internet of Things (IoT), drones, electric vehicles (EVs), risk-specific vehicles, robotics, suits, wearable technology, sonic fire extinguishers, augmented reality (AR), virtual reality (VR)

Paramedic/medical technologies: e.g. portable ultrasound, wearable health monitors, automated CPR, AR/VR oxygen and titration devices, automated external defibrillators (AED), glucometers, pulse oximeters.

Military services:

Drones and unmanned aerial vehicles, stealth technology, Internet of Medical Things (IoMT), software-defined radios, exoskeletons, biometric systems, advanced military communications (e.g. SATCOM, HTZ Warfare).

Forensic:

Physical 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

Digital forensics: e.g. managing data, preservation of electronic evidence, fraud prevention, transaction monitoring systems, network breaches.

Data management:

Data systems, records management systems, incident reporting systems

Techniques for ensuring data integrity, redundancy and retrieval.

LO2 **Analyse the impact of technological developments for the public service workforce**

Data security:

Relevant legislation: e.g. GDPR Data Protection Act (2018), Computer Misuse Act, Regulation of Investigatory Powers Act 2000, Privacy and Electronic Communications Regulations (2003)

Cyber security processes (e.g. encryption, biometric data, blockchain technology, traceable records) protection of sensitive information, managing cyber threats (e.g. ransomware, DDOS, malware (including trojans, viruses, worms), botnets, cyberterrorism)

Threat levels and targets: e.g. schools, hospitals/NHS Trusts, councils, infrastructure

Compliance with local, national and international laws.

Technical expertise:

User training, support requirements, skilled personnel for maintenance, continuous training opportunities, continuous professional development (CPD).

Developing efficiency:

Streamlined workflow, reducing response times, enhancing coordination.

Efficient digital transformation:

AI tools (e.g. Cloud automation, email streaming, facial recognition, large-scale data processing), reduction of staff, lower overall costs, real-time monitoring (e.g. bodycams, drones) redaction software, streamlining of workforce, e.g. administrative tasks, leadership.

Data-driven decisions:

Identify offenders, disable organised crime, develop the safeguarding of vulnerable citizens, digital dashboards, identify trends, enhanced collaboration across agencies, resource management and development of response times.

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 morale, potential discrimination against employees.

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.

Upskilling workforce:

Impact on initial recruitment and educational level of applicants (e.g. information communication technology (ICT) experience, improved digital literacy, higher initial qualification), impact on initial training (e.g. need for ICT training, reskilling, upskilling, training costs, time required), impact on retraining, impact on safety and liability in training.

Financial impact:

Public spending review, tendering, upfront costs (software licences, subscriptions, hardware upgrades, network costs), technological inflation, updating equipment, procurement, tie into specific platform/infrastructure/ ecosystem, unanticipated costs, e.g. migration from legacy to new system, consultancy and IT specialists, project managers, supply chain issues.

LO3 **Design a technology-based solution for a specific issue in the public services**

Issue identification:

Defining the problem, understanding the context, assessing current limitations. Comprehensive needs assessment and problem statement formulation.

Technology selection:

Choosing appropriate tools, considering scalability, evaluating suppliers, matrix for comparing and assessing technology options.

Planning implementation:

Planning tools: e.g. Gantt charts, critical path analysis, SMART targets, PERT (Program Evaluation and Review Technique Evaluation), workflows, brainstorming, WBS (Work Breakdown Structure), developing a timeline, assigning responsibilities, identifying resources, detailed project plan with milestones and deliverables, timeline construction, e.g. task duration, priority, task order, contingency planning, work breakdown structure, risk analysis, outcome analysis.

Budgeting:

Estimating costs, securing funding, managing financial risk, constructing a detailed budget with justifications and potential funding sources.

Risk management:

Anticipating potential issues, creating contingency plans, conducting a SWOT analysis, developing mitigation strategies.

Pilot testing:

Undertaking pilot projects to test the feasibility of the proposed solution.

Evaluating pilot results and feedback for broader implementation.

LO4 **Review the effect of emerging technologies on the public services**

Internet of Things (IoT):

Integration of smart devices in public safety, automated monitoring systems, smart city initiatives, e.g. smart traffic management, environmental monitoring, and automated emergency alerts smart wearables, e.g. devices that monitor health vitals of first responders alert systems, impact on responder safety and decision making.

5G networks:

Enhanced connectivity and speed for public safety operations, applications in real-time data transmission, remote diagnostics, enhanced communication systems.

Virtual Reality (VR) and Augmented Reality (AR):

Training simulations, situational awareness tools, enhanced command and control systems.

Real-world case study examples: e.g. VR-based firefighter training and AR overlays for situational analysis.

Artificial Intelligence (AI):

AI tools for predictive policing: e.g. anomaly detection in large datasets, and decision-support systems, bodycams integrated with AI for real-time facial recognition

Use of AI in the fire service: e.g. AI-powered sensors, drones, cameras for situation control and evaluation, remote firefighting, data-driven decision making, post-incident analysis

Use of AI in the ambulance service: managing high intensity users, improving early intervention and diagnostics

Use of AI in the military services: AI autopilots, perform evasive manoeuvres, managing data volumes, remotely piloted air systems

Use of AI in the coastguard service: e.g. vessel tracking, unusual wave patterns and debris detection, weather prediction models, crew and cargo analysis

Use of AI in the mountain rescue service: e.g. terrain mapping, weather data analysis, avalanche prediction, lost person behaviour models.

Advanced robotics:

Utilisation of drones in hazardous environments, search and rescue missions, bomb disposal, safety enhancements demonstrated through robotics.

Wider tools:

Individual risk assessment tools, geospatial hotspot mapping tools, biometric analysis, software algorithms to support decision making, citizen engagement, e.g. mobile apps, social media, surveys.

Ethics and safety:

Privacy, data usage policies, transparency, balancing public safety with accountability, consideration to public safety, enhancing safety of frontline, development of transparency and accountability via reports, public forums, publishing of data contracts and transactions, utilising media.

Implications:

Dependence on technology, environmental impact, sustainability, legal frameworks, data handling, public concerns, economic costs.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Review the technological tools and systems used in the public services</td><td rowspan="5">LO1 and LO2

D1 Evaluate the impact on a public sector workforce when deploying new technologies for a given scenario.</td></tr>
<tr><td>P1 Review the technological tools used in the public services.

P2 Discuss the technological systems used in the public services.</td><td>M1 Analyse the range of technological tools and systems used within the public services.</td></tr>
<tr><td colspan="2">LO2 Analyse the impact of technological developments for the public service workforce</td></tr>
<tr><td>P3 Explain the benefits of technological developments for those working in the public services.

P4 Discuss the impact of technological developments for those working in the public services.</td><td>M2 Analyse the range of impacts on a public sector workforce when deploying new technologies for a given scenario.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Design a technology-based solution for a specific issue in the public services		
P5 Identify a range of technologies to be used in a technology-based solution for a specific public service issue containing identified requirements. **P6** Produce a design proposal for a technology-based solution for a specific public service issue containing identified requirements.	**M3** Justify the design proposal, considering the key requirements, technologies chosen, risks and constraints.	**D2** Evaluate the design proposal, considering the key requirements, technologies chosen, risks and constraints.
LO4 Review the effect of emerging technologies on the public services		
P7 Describe the potential applications of emerging technologies on the public services. **P8** Discuss the potential consequences of emerging technologies on the public services.	**M4** Assess the benefits and limitations of emerging technology on the public services.	**D3** Evaluate the use of emerging technologies on the public services, considering the legal, ethical, societal and operational implications.

Recommended Resources

Textbooks

Ferguson, A. G., (2019). *The Rise of Big Data Policing: Surveillance, Race, and the Future of Law Enforcement*. New York: New York University Press.

Jarke, J. (2021). *Co-Creating Digital Public Services for an Ageing Society: Evidence for User-Centric Design.* Cham, Switzerland: Springer.

Milakovich, M. E. (2021). *Digital Governance: Applying Advanced Technologies to Improve Public Service*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.local.gov.uk/our-support/efficiency-and-productivity/transforming-public-services-using-technology-and-digital	Local Government Association Transforming public services, using technology and digital tools and approaches – case studies (General reference)
moderncivilservice.blog.gov.uk/2024/02/20/government-is-one-of-the-largest-employers-of-digital-and-data-professionals-in-the-uk/#:~:text=Government%20Digital%20and%20Data%20should,transforming%20lives%20for%20the%20better	GOV UK Government is one of the largest employers of digital and data professionals in the UK (General reference)
www.met.police.uk/advice/advice-and-information/fr/facial-recognition-technology/ -:~:text=Facial%20Recognition%20(FR)%20technology%20can,the%20people%20we%20serve%20safe	Metropolitan Police Facial recognition technology (General reference)

Journals and articles

Geetanjali, A., Sirohi, T., Singh, E. and Kumar, A. (2024). 'Revolutionizing Emergency Medical Services: A Review of Ambulance Technology Advancements and Service Enhancement Strategies', *2024 International Conference on Electrical Electronics and Computing Technologies (ICEECT)*, pp. 1–7. Available at doi: doi.org/10.1109/iceect61758.2024.10738996.

Johnson, R. (2008). 'GIS technology and applications for the fire services', pp. 367–388. Available at doi: www.taylorfrancis.com/chapters/edit/10.4324/9780203928813-30/gis-technology-applications-fire-services-johnson.

Leese, M. (2023). 'Staying in control of technology: predictive policing, democracy, and digital sovereignty', *Democritization*, 31(5), pp. 1–16. Available at doi: doi.org/10.1080/13510347.2023.2197217.

Wienroth, M. (2023). 'Technology in policing, policing in a technological society. Special Issue brief', *International Journal of Police Science and Management*, 25(3), pp. 223–225. Available at doi: doi.org/10.1177/14613557231200984.

Links

This unit links to the following related units:

Unit 409: On-scene Emergency Response

Unit 411: Roads Policing

Unit 412: Crime Reduction

Unit 413: Terrorism and Counterterrorism

Unit 416: Modern Warfare and Conflict

Unit 504: Serious and Organised Crime

Unit 505: Forensic Methods and Applications

Unit 506: Critical Infrastructure Protection

Unit 508: Rescue Operations

Unit 510: Command and Control

Unit 515: Cyber Security

Unit 523: Data Analytics and Decision Making.

Unit 421: Care in Custody

Unit code	**F/651/4706**
Unit level	**4**
Credit value	**15**

Introduction

Over the last 100 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 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 includes 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 available to prisoners.

On successful completion of the unit, students will have examined the nature and context of custodial care. They will have discussed the receiving and discharging procedures for prisoners, and assessed how security and control are managed in the custodial environment. They will have investigated the care and support services available to prisoners. This will help students find job roles in the prison and custodial services including Prison Officer, Instruction Officer and Probation Officer.

Learning Outcomes

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

LO1 Investigate the nature and context of custodial care

LO2 Discuss the receiving and discharging procedures for prisoners

LO3 Assess how security and control are managed in the custodial environment

LO4 Review 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 Discuss 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, Jobseeker's 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

Searching including equipment, definition of search area

History of custodial environments and design

Security training: e.g. control and restraint, use of force, negotiation, riots control

Comparison with the United States

Prison riots: e.g. Strangeways (HMP Manchester), 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, relationships including staff, offenders, youth custody, role models

Importance of a secure environment including lock down, avoidance of conditioning, confidentiality.

Procedural security:

Importance of security procedures

Security risks including identification, ways to deal with

Dealing with physical risks and isolating them, e.g. self-harm, bullying and suicide – PS0 2700

Completion of associated documents and records

Categorisation of custodial environments including by risk, different security measures (e.g. Category A, B, C), open prisons, youth custody (four establishments and one secure training centre), female establishments (e.g. HMP Styal, New Hall, Foston Hall, Low Newton)

Prison Service Orders (PSOs) and Prison Service Instructions (PSIs).

Searches:

Correct, thorough, respect (including individuals, property, religious beliefs)

Types of search: e.g. procedure, use, limitations

Conducting searches including inmates (e.g. cooperative, uncooperative, children, male, female, transgender), visitors, staff, official visitors, vehicles and property

Prohibited items: e.g. ICT and phones, drugs, alcohol, weapons

Extreme search methods: e.g. body cavity, use of dogs, Human Rights Act 1998.

Control measures:

Responding to breaches of prison rules: e.g. fighting, use of verbal cautions, use of report writing, adjudications and punishment

Incentives to behave: e.g. Incentive and Earned Privileges Scheme (IEPs)

Assessing need for control and restraint (CandR) techniques, appropriate technique for situation, segregation

Sentencing planning targets

Internal relocation: e.g. moving cells, wings, buildings, internal care facilities

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 **Review 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: e.g. friends, family, spouse, conjugal.

Supporting charities:

e.g. NACRO, St Giles Trust, the Princes Trust, Shannon Trust, Prison Advice and Care Trust (PACT).

Role of staff:

Personal officer scheme, mentor support, observe and monitor, listen, report writing, e.g. parole, transfer.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the nature and context of custodial care		
P1 Explain the different types of custodial environment. **P2** Outline the different types of prison and sentence.	**M1** Compare the similarities and differences between two different types of custodial environment.	**D1** Justify the need for different types of prison.
LO2 Discuss the receiving and discharging procedures for prisoners		
P3 Review the procedures for receiving prisoners into the custodial environment. **P4** Review the procedures for discharging prisoners from custody.	**M2** Analyse the impact of reception and discharging procedures on first time offenders.	**D2** Evaluate the effectiveness of the current reception and discharging procedures, suggesting recommendations for improvement.
LO3 Assess how security and control are managed in the custodial environment		
P5 Explain, with examples, the different types of security in operation in the custodial environment. **P6** Outline the control measures that are in operation in the custodial environment.	**M3** Assess how security and control are managed in the custodial environment	**D3** Evaluate the effectiveness of security, control, care and support in helping reduce the rates of prisoners reoffending.
LO4 Review the care and support services available to prisoners		
P7 Identify the support departments available in prisons. **P8** Define the charities which offer support in the custodial environment.	**M4** Assess the care and support services available to prisoners that support the reduction of reoffending.	**D4** Evaluate the role of prison officers in providing care and support to prisoners.

Recommended Resources

Textbooks

Bennett, J., Crewe, B. and Azrini Wahidin (2013). *Understanding Prison Staff*. Devon: Willan.

Cavavadino, M. and Dignan, J. (2007). *The Penal System: An Introduction.* 4th Ed. London: Sage Publications.

Jewkes, Y. (2007). *Handbook on Prisons.* Abingdon, Oxon; New York, NY: Routledge.

Rudes, D. S. et al., (2023). *Handbook on Prisons and Jails.* Abingdon, Oxon; New York, NY: Routledge.

Scott, D. and Flynn, N. (2014). *Prisons & Punishment.* London: Sage Publications.

Websites

www.gov.uk/browse/justice	Crime, Justice and the Law (General reference)
www.gov.uk/government/organisations/hm-prison-service	HM Prison Service (General reference)
www.gov.uk/government/publications/the-assessment-care-in-custody-and-teamwork-process-in-prison-findings-from-qualitative-research	The Assessment, Care in Custody and Teamwork process in prison: findings from qualitative research (General reference)
www.gov.uk/government/publications/prison-discharge-policy-psi-722011	Prison discharge policy: PSI 72/2011 (General reference)

Journals and articles

Behan, C. (2014). 'Learning to Escape: Prison Education, Rehabilitation and the Potential for Transformation', *Journal of Prison Education and Reentry*, [online] 1(1), p. 20. Available at doi: doi.org/10.15845/jper.v1i1.594.

Bidna, H. (1975). 'Effects of increased security on prison violence', *Journal of Criminal Justice*, 3(1), pp. 33–45. Available at doi: doi.org/10.1016/0047-2352(75)90097-5.

Ellison, M., Szifris, K., Horan, R. and Fox, C. (2017). 'A Rapid Evidence Assessment of the Effectiveness of Prison Education in Reducing Recidivism and Increasing Employment', *Probation Journal*, [online] 64(2), pp.108–128. Available at doi: doi.org/10.1177/0264550517699290.

Kurki, L. and Morris, N. (2001). The Purposes, Practices, and Problems of Supermax Prisons. *Crime and Justice*, 28, pp. 385–424. Available at doi: doi.org/10.1086/652214.

 © Pearson Education Limited 2025

Millie, A., Jacobson, J. and Hough, M. (2003). 'Understanding the growth in the prison population in England and Wales', *Criminology & Criminal Justice*, 3(4), pp. 369–387. Available at doi: doi.org/10.1177/146680250334003.

Stallwitz, A. and Stöver, H. (2007). 'The impact of substitution treatment in prisons – A literature review', *International Journal of Drug Policy*, 18(6), pp. 464–474. Available at doi: doi.org/10.1016/j.drugpo.2006.11.015.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 406: Theories of Crime

Unit 412: Crime Reduction

Unit 503: Justice, Punishment and Rehabilitation

Unit 519: Offender Management.

Unit 422: Fraud Detection and Prevention

Unit code: H/651/4707

Unit level: 4

Credit value: 15

Introduction

Fraud poses one of the most common threats to organisations and society, significantly impacting public trust and the efficient operation of public services. The complexity of fraudulent activities has increased, driven by advancements in technology and the growing sophistication of fraud schemes. For protective public services, the need for a robust understanding and application of fraud prevention and detection techniques is crucial. This unit delves into the complex nature of fraud, examining the various types, motivations and risk factors. Students will gain an appreciation of how fraud undermines the integrity of public services and learn to implement effective strategies to combat fraud.

The primary aim of this unit is to equip students with the knowledge and skills required to identify, investigate and mitigate fraudulent activities within protective public services. Learners will explore key concepts related to fraud detection and prevention, including the psychological and environmental factors that contribute to fraud. This unit is essential for those aspiring to roles in public service sectors where protecting resources and maintaining public trust is paramount.

The essential content covers a comprehensive range of topics, including different types of fraud, the factors that increase fraud risk, motivations and impacts of fraud, detection and prevention methods, relevant legislation and effective response strategies for public service fraud incidents.

On successful completion of this unit, students will have developed key skills in fraud risk assessment, data analysis, investigative techniques and strategic planning. These skills are directly applicable to roles such as Fraud Investigator, Risk Manager, Compliance Officer and Intelligence Analyst, providing a strong foundation for careers in protecting public resources and ensuring accountability.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the various types and factors of fraud

LO2 Analyse the motivations behind and impacts of fraudulent activities

LO3 Investigate key principles and methods for detecting and preventing fraudulent activities

LO4 Develop an effective response strategy for an identified fraud incident.

Essential Content

LO1 Examine the various types and factors of fraud

Types of fraud:

Financial fraud: e.g. embezzlement, asset misappropriation, fraudulent disbursements, revenue recognition fraud, Ponzi schemes, skimming, payroll fraud, unauthorised transactions, money-laundering stages (placement, layering, integration), securities fraud, pyramid schemes

Identity fraud: e.g. identity theft, phishing attacks, impersonation techniques, deepfake technology, data breaches, social engineering tactics, synthetic identity fraud, credential stuffing, fraudulent account creation, biometrics hacking

Corporate fraud: e.g. false accounting practices, financial statement manipulation, procurement fraud, bribery and corruption, insider trading, expense report fraud, kickback schemes, conflict of interest, non-disclosure agreements abuse, shell corporations, auditing loopholes

Cyber fraud: e.g. hacking techniques, malware distribution, ransomware tactics, denial-of-service attacks, spear phishing, online fraud schemes, cyber extortion, cryptocurrency scams, phishing-as-a-service platforms, cybersecurity breaches

Insurance fraud: e.g. false claims, staged accidents, damage exaggeration, arson for profit, healthcare fraud schemes, policy misrepresentation, underwriting fraud, premium diversion, bogus insurance companies, fraudulent life insurance claims

Public sector fraud: e.g. benefit fraud mechanisms, grant fraud detection, tax-evasion techniques, procurement fraud in public contracts, bribery networks, corruption practices, subsidy fraud, social welfare scams.

Factors contributing to fraud risk:

Organisational factors: e.g. weak internal controls, lack of segregation of duties, insufficient oversight, high employee turnover, poor whistleblower support, lack of accountability, ineffective governance, undefined roles, inadequate fraud risk assessment, cultural laxity, excessive familiarity between employees and vendors

Individual factors: e.g. opportunity, financial pressure, ethical lapses, rationalisation (Fraud Triangle), addiction (e.g. gambling) debt pressures, lifestyle inflation, desire for status, cognitive biases, thrill seeking, low personal risk perception, professional jealousy

External factors: e.g. economic instability, unregulated markets, technological change, global financial crises, deregulation effects, competitive pressures, industry-specific challenges, geopolitical risks, supply chain vulnerabilities

Psychological factors:, e.g. opportunity theory, rational choice theory, moral disengagement, differential association, learned behaviour, ethical fading, cognitive dissonance, victimless crime mentality, guilt minimisation, behavioural economics insights, social learning theory

Environmental influence: e.g. cultural norms, organisational culture, peer influence, societal attitudes, systemic inequality, lack of regulatory oversight, power dynamics, media influence, organisational tolerance for unethical behaviour.

LO2 **Analyse the motivations behind and impacts of fraudulent activities**

Fraud motivations:

Financial gain: e.g. personal wealth, desire for luxury, greed, financial desperation, asset accumulation, external financial pressures, comparison-driven behaviour, wealth inequality, status anxiety, lifestyle expectations, corporate performance pressure

Personal or professional pressures: e.g. career advancement, meeting performance targets, peer pressure, fear of job loss, maintaining reputation, organisational loyalty conflicts, unmet expectations, need for approval, team dynamics, competitive work environment

Psychological factors: e.g. thrill-seeking behaviour, high-risk tolerance, entitlement, power dynamics, personality traits (e.g. narcissism), impulse control disorders, stress management issues, moral justification, mental health influences, perception of invincibility

Opportunity and rationalisation: e.g. rationalising crime, ethical ambiguity, self-justification, denial of responsibility, situational ethics, cognitive biases, minimising perceived harm, disassociating consequences, fraudulent justification scripts, self-deception.

Fraud impact:

Economic losses: e.g. financial loss quantification, increased insurance premiums, resource misallocation, investor loss, business closures, economic ripple effects, market volatility, cost of regulatory compliance, impact on innovation

Social and psychological effects: e.g. emotional trauma, victimisation, social stigma, community distrust, psychological impact on employees, social isolation of victims, post-traumatic stress, fear culture, erosion of safety nets, negative family effects

Erosion of trust: e.g. institutional credibility, public scepticism, loss of customer loyalty, investor apprehension, brand damage, trust deficit in financial systems, long-term reputation management, rebuilding after fraud, stakeholder relations

Broader societal implications: e.g. systemic corruption, resource depletion, barriers to economic development, widening inequality, social unrest, reduced public investment, loss of democratic integrity, political ramifications.

LO3 Investigate key principles and methods for detecting and preventing fraudulent activities

Fraud detection and prevention techniques:

Data analytics: e.g. real-time monitoring, anomaly detection software, pattern recognition algorithms, machine learning and AI models, predictive analytics, transactional analysis, big data integration, risk scoring systems, automated red flag alerts, data visualisation

Internal audits: e.g. audit trails, surprise audits, compliance verification, forensic accounting reviews, governance audits, segregation of duties, audit committee effectiveness, risk-based auditing, transaction authorisation protocols, employee training programmes

Red flag indicators: e.g. unexplained wealth accumulation, frequent account reconciliations, high transaction volume, unusual vendor relationships, bypassing internal controls, sudden behavioural changes, unauthorised access attempts, cash discrepancies

Use of technology: e.g. blockchain technology, encryption methods, advanced forensic software, cloud-based security, multifactor authentication, secure digital signatures, automated fraud scoring, anomaly detection in big data, forensic data analysis, cyber risk management tools, biometric verification, automated compliance checks, cybersecurity integration.

Investigation methods:

Gathering evidence: e.g. documentation protocols, secure evidence storage, physical surveillance, electronic evidence retrieval, forensic investigation process, witness statements, corroborative evidence, guilty mind, guilty act, motive analysis, metadata analysis, legal admissibility

Interrogation techniques: e.g. effective questioning, building rapport, detecting deception cues, truth verification methods, non-verbal behaviour analysis, interview psychology, admission-seeking techniques, use of open-ended questions, cognitive interviewing

Forensic accounting: e.g. transaction tracing, financial statement analysis, accounting anomalies identification, asset tracking, reconstructing fraudulent transactions, cash flow scrutiny, off-balance-sheet investigation

Chain of custody: e.g. documentation accuracy, security measures, audit trails for evidence, transfer procedures, tamper-proof seals, custody logs, evidence chain tracking, record of investigation activities

Evidence handling protocols: e.g. evidence chain tracking, source validation, record of investigation activities.

Legislation and codes of practice:

Relevant legislation: e.g. Police and Criminal Evidence Act 1984 (PACE), Criminal Procedure and Investigations Act 1996 (CPIA), Regulation of Investigatory Powers Act (2000), Human Rights Act 1998 (HRA), Proceeds of Crime Act 2002 (POCA), Public Interest Disclosure Act 1998 (PIDA), Finance Act 2024, whistleblowing policies, legal updates monitoring.

LO4 **Develop an effective response strategy for an identified fraud incident**

Fraud response strategy:

Incident response procedures: e.g. step-by-step guidelines, incident detection, initial response, response activation, roles and responsibilities, response timelines, escalation triggers, incident documentation, procedural checklists, compliance adherence with public sector-specific regulations

Fraud crisis management: e.g. assemble crisis team, risk assessment, crisis containment, immediate action plans, stakeholder reassurance, task prioritisation, resource allocation, protecting organisational reputation

Communication plans: e.g. clear messaging, stakeholder identification (including citizens, government bodies, employees), communication hierarchy, pre-approved templates, internal memos, external press releases, transparency, timing of communication, media relations, updating stakeholders, consistent information dissemination

Internal and external reporting lines: e.g. reporting hierarchy, communication channels, designated contact points, reporting obligations, information flow, chain of command, regulatory reporting, confidentiality maintenance, secure reporting systems, collaboration with authorities, escalation procedures, documentation of reports

Case escalation protocols: e.g. escalation criteria, severity assessment, decision-making matrix, reporting thresholds, senior officials' involvement, regulatory authority notification, critical incident escalation, response timeliness

Evidence gathering: e.g. interview notes, evidential documentation, narrative statements, criminal and non-criminal witness statement preparation, third-party witness testimonies, transcript accuracy, retention policies, professional correspondence, evidence file preparation, case summaries, structured reporting, data privacy considerations

Containment strategies: e.g. damage limitation for public, isolating fraud impact, asset protection, system shutdown, access restriction, fraudster containment, evidence preservation, minimisation of financial loss, immediate risk assessment, quick containment measures, communication control to avoid public panic, stakeholder impact assessment

Damage assessment: e.g. impact analysis, financial loss quantification, data integrity checks, reputational damage evaluation of public institutions, operational disruption, customer impact, legal liability assessment, insurance claim preparation, forensic accounting

Response team roles: e.g. incident commander, crisis communication lead, forensic investigator, legal advisor, HR representative, IT security, financial analyst, spokesperson, roles and responsibilities, accountability, expertise deployment, cross-functional team, task delegation, leadership coordination

Scenario planning: e.g. 'what-if' analysis, simulation exercises, stress testing, scenario-based training, vulnerability analysis, incident forecasting

Impact analysis: e.g. fraud impact metrics, short-term and long-term effects, financial implications on government budgets, operational impact, stakeholder analysis (including public and governmental entities), reputational risk, impact on business continuity, qualitative and quantitative assessment

Post-incident review: e.g. lessons learned, stakeholder feedback

Continuous improvement: e.g. process refinement, feedback incorporation, policy updates, best practices, monitoring improvements, regular audits, learning culture, adaptation to emerging fraud threats.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the various types and factors of fraud</td><td rowspan="5">LO1 and LO2

D1 Evaluate, for a given fraud scenario, the motivations that led to the fraud and the impact of the fraud by comparison with real world examples.</td></tr>
<tr><td>P1 Discuss the various types of fraud, using a range of real-world case studies.

P2 Explain, with the aid of examples, the range of factors that contribute to fraud.</td><td>M1 Analyse the factors that contributed to a real-world example of an identified type of fraud.</td></tr>
<tr><td colspan="2">LO2 Analyse the motivations behind and impacts of fraudulent activities</td></tr>
<tr><td>P3 Discuss the range of potential motivations behind fraudulent activities.

P4 Discuss the range of impacts that fraud can have illustrated with a selection of real-world examples.</td><td>M2 Assess, for a given fraud scenario, the motivations that led to the fraud and the impact of the fraud on an organisation and the wider society.</td></tr>
<tr><td colspan="2">LO3 Investigate key principles and methods for detecting and preventing fraudulent activities</td></tr>
<tr><td>P5 Discuss a range of methods for detecting and preventing fraud, using real-world examples as illustration.

P6 Explain, using real-world case studies, the investigation methods employed in the case of fraudulent activities.</td><td>M3 Assess, using real examples, the importance of legislation compliance for fraud investigation prevention and detection.</td><td>LO3 and LO4

D2 Evaluate the effectiveness of the fraud response strategy, including the detection and prevention decisions, and how it will prevent recurrence of similar types of fraud in the future.</td></tr>
<tr><td colspan="2">LO4 Develop an effective response strategy for an identified fraud incident</td></tr>
<tr><td>P7 Develop a response strategy for an identified fraud incident.

P8 Review the response strategy with a range of relevant stakeholders, identifying strengths, weaknesses and ways of preventing similar types of fraud in the future.</td><td>M4 Justify the response strategy decisions made for an identified fraud incident, in relation to stakeholder feedback.</td></tr>
</table>

Recommended Resources

Textbooks

Alexander, C. and Cumming, D. (eds) (2020). *Corruption and Fraud in Financial Markets: Misconduct and Manipulation*. New Jersey: John Wiley & Sons.

Naim, A., Malik, P. K. and Zaidi, F. A. (eds) (2023). *Fraud Prevention, Confidentiality, and Data Security for Modern Businesses*. Pennsylvania: IGI Global.

Saporta, G. and Maraney, S. (2022). *Practical Fraud Prevention*. California: O'Reilly Media, Inc.

Stamler, Hans J. Marschdorf, Mario Possamai. (2014). *Fraud Prevention and Detection: Warning Signs and the Red Flag System*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.cipfa.org/services/cipfa-supports/fraud-and-corruption	Fraud and Corruption (General reference)
www.civil-service-careers.gov.uk/professions/working-in-counter-fraud	Working in Counter Fraud (General reference)
www.gov.uk/government/collections/national-fraud-initiative	National Fraud Initiative (NFI) (General reference)

Journals and articles

Jha, B. K., Sivasankari, G. G. and Venugopal, K. R. (2020). 'Fraud Detection and Prevention by Using Big Data Analytics', *Fourth International Conference on Computing Methodologies and Communication (ICCMC)*, pp. 267–274. IEEE. Available at doi: doi.org/10.1109/ICCMC48092.2020.ICCMC-00050.

Kaur, B., Sood, K. and Grima, S. (2023). 'A systematic review on forensic accounting and its contribution towards fraud detection and prevention', *Journal of Financial Regulation and Compliance*, 31(1), pp. 60–95. Available at doi: doi.org/10.1108/JFRC-02-2022-0015.

Priya, G. J. and Saradha, S. (2021). 'Fraud Detection and Prevention Using Machine Learning Algorithms: A Review', *7th International Conference on Electrical Energy Systems (ICEES)* pp. 564–568. IEEE. Available at doi: doi.org/10.1109/ICEES51510.2021.9383631.

Taherdoost, H. (2021). 'A Review on Risk Management in Information Systems: Risk Policy, Control and Fraud Detection', *Electronics*, 10(24). Available at doi: doi.org/10.3390/electronics10243065

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 511: Investigative Skills

Unit 505: Forensic Methods and Applications.

Unit 423: Sustainability in Public Services

Unit code: J/651/4708

Unit level: 4

Credit value: 15

Introduction

Sustainability is a major concern in modern public services, driven by the need to address environmental challenges, optimise resource usage, and foster social and economic equity. Public services play a pivotal role in advancing sustainability through their extensive reach and ability to influence communities positively. This unit explores how public services can integrate sustainability into their operational frameworks, ensuring that their practices align with environmental conservation and community development goals.

This unit aims to give students a comprehensive understanding of the environmental impact of public service operations and the application of sustainability principles. It focuses on enabling students to identify key operational activities that affect the environment, assess mitigation strategies and understand the role of sustainable practices in delivering long-term benefits. Through this approach, students will develop the analytical and practical skills required to advance sustainability within the public services sector.

The unit covers a range of topics critical to sustainability in public services. These include environmental impact analysis, resource efficiency and the development of sustainable strategies. Students will examine the alignment of public service practices with sustainable development goals (SDGs) and explore ways to integrate sustainability with operational, technical and financial decision-making processes. There is an emphasis on the importance of planning and reviewing sustainability initiatives to ensure continuous improvement.

On successful completion of this unit, students will acquire essential skills in environmental analysis and strategic planning. They will learn to review sustainability principles in diverse contexts, refine operational activities and foster collaboration to achieve sustainability goals. These skills are directly applicable to roles such as Sustainability Officer, Public Service Manager and Environmental Consultant, preparing students to drive positive change in the public services sector.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the impact of public services on the environment

LO2 Review a range of sustainability strategies

LO3 Review the sustainability challenges faced by the public services sector

LO4 Develop a sustainability strategy for an identified public service scenario.

Essential Content

LO1 **Analyse the impact of public services on the environment**

Types of environmental impact:

Resource consumption: e.g. energy usage, water consumption, materials, ecological footprint of materials

Pollution and waste generation: e.g. transport emissions, waste disposal practices, chemical use pollution

Land use and habitat impact: e.g. urban development effects, deforestation, disruption to local ecosystems

Carbon footprint: e.g. greenhouse gas emissions from operations, buildings, public service activities.

Impact assessment tools and techniques:

Life cycle assessment (LCA): environmental impact evaluation from inception to disposal

Environmental impact assessment (EIA): potential environmental effects assessment of new projects or policies

Carbon audits and emissions tracking: measuring carbon footprints and setting reduction targets

Data collection and reporting: e.g. use of tools for monitoring, measuring and analysing environmental impacts.

Environmental regulations:

Overview of key environmental laws and regulations: e.g. The Environment Act 2021

Compliance requirements for public services

Legislation and policy frameworks: national and international policies (e.g. Environmental Agenda)

Environmental impact audits: e.g. regular emissions measurement and reporting across departments, audits revealing waste reduction opportunities, analysis of water usage patterns to identify conservation areas, impact on operations.

Public sector-specific examples:

Police: vehicle use, fuel consumption, rapid response, range of vehicle types (cars, vans, riot control), fast pursuits, parts and repair, servicing, buildings

Fire and rescue: vehicle use, resource use: e.g. cutting equipment

Ambulance: vehicles (large ambulance, small paramedic vehicles, motorcycles)

Coastguard vehicle types: e.g. helicopter, large rescue boats, small inflatable craft

Mountain rescue services: e.g. helicopter, All Wheel Drive (AWD) vehicles

Damage to environment vs. rescue operations.

LO2 **Review a range of sustainability strategies**

Core principles of sustainability:

Environmental stewardship: natural resource management, ecosystem protection, biodiversity conservation, degradation reduction

Social responsibility: public welfare, equity in services, community impact, social inclusivity

Economic viability: cost-effectiveness, resource optimisation, long-term stability, financial sustainability.

Sustainability pillars:

Triple Bottom Line (TBL): people-centred approach, environmental focus, economic accountability, balanced sustainability

Circular economy: e.g. resource cycling, waste minimisation, reuse systems, closed-loop processes

Resilience and adaptability: e.g. flexibility, environmental change readiness, crisis response capacity, operational continuity.

Sustainability strategies – resource management:

Energy consumption: e.g. retrofitting insulation, HVAC system upgrades, automated energy management, LED lighting

Water usage and pollution: e.g. low-flow fixtures, wastewater treatment systems, eco-friendly firefighting foams

Renewable energy sources: e.g. solar panels, wind turbines, electric vehicles, grey water recycling systems

Adoption of alternative fuels: e.g. biodiesel, electricity for public service vehicles

Waste management: e.g. composting programmes, recycling initiatives, reduction of single-use items, sustainable disposal systems.

Sustainability strategies – operational practices:

Public sector environmental responsibilities: e.g. recycling programmes, paperless systems, digital recordkeeping, bio-waste disposal

Carbon footprint tracking: e.g. greenhouse gas measurement, emissions monitoring, reduction targets

Employee incentives: e.g. resource conservation rewards, eco-friendly workplace practices, reuse systems

Transportation emissions: e.g. shared fleets, cycling, on-foot responses, eco-driving training.

Sustainability strategies – technological integration:

Energy efficiency: e.g. automated energy systems, efficient lighting, smart building technologies

Carbon reduction methods: e.g. use of local suppliers, integration of tracking tools, advanced analytics

Infrastructure enhancements: e.g. renewable energy integration, green facility design, eco-friendly retrofits

Adoption of innovative technologies: e.g. AI, IoT.

Legal and ethical considerations:

Environmental legislation: e.g. regulatory compliance, national/international standards, operational limitations, legal obligations

Ethical responsibilities: e.g. resource protection, moral accountability, sustainable practice commitment, social equity

Transparency and accountability: e.g. public reporting, performance disclosure, sustainable goals tracking, community trust

Compliance with environmental protection mandates in all operations: e.g. regular environmental audits, reporting for transparency, adoption of carbon reduction targets in line with regional and national strategies.

LO3 **Review the sustainability challenges faced by the public services sector**

Cultural and behavioural challenges:

e.g. public service ethos and sustainability integration, organisational culture and sustainability mindset, resistance to change within public organisations, capacity building and skill development, leadership and governance in sustainability-driven change.

Legal and ethical challenges:

e.g. legal frameworks for sustainability, ethical considerations in sustainable decision making, environmental justice and equity in public services, compliance with environmental protection laws, corporate social responsibility in public service organisations.

Long-term planning and strategic challenges:

e.g. long-term vision for sustainable public services, integration of sustainability into strategic plans and policies, forecasting and scenario planning for future sustainability needs, balance of short-term demands with long-term sustainability goals, adaptive management approaches for sustainability challenges.

Institutional and structural challenges:

e.g. coordination among various levels of government, bureaucratic hurdles and policy implementation delays, interdepartmental collaboration and silos, fragmentation in sustainability initiatives across services, institutional capacity for driving sustainability reforms.

Global and geopolitical challenges:

e.g. international collaboration on sustainability goals, global sustainability standards and frameworks adaptation, geopolitical influences on public service sustainability, impact of global supply chains on local sustainability efforts, influence of global trade policies on public service sustainability.

Financial and investment challenges:

e.g. funding sources for sustainable projects, sustainable procurement and investment policies, public-private partnerships for sustainable initiatives, green bonds and financing sustainability programmes, economic incentives for sustainability in public services.

Resilience and adaptation challenges:

e.g. building resilience against environmental and social shocks, emergency response and disaster preparedness, risk management and disaster recovery planning, infrastructure adaptation to climate change impacts.

Innovation and future trends:

e.g. incorporation of emerging technologies in public service sustainability (AI, IoT), staff upskilling on emerging technologies.

LO4 **Develop a sustainability strategy for an identified public service scenario**

Sustainable development goals (SDGs):

Resource conservation initiatives: e.g. reducing water usage in training firefighters, reusable medical tools in rescue operations to reduce hazardous waste

Reducing vehicle emissions: e.g. long-term adoption of hybrid or electric fleets of vehicles, less frequent replacement of vehicles, increased use of technology

Collaborations with local businesses to promote eco-friendly services

Efficient use of natural resources in public service operations: e.g. rainwater, green energy, wind turbines

Green training and operations: e.g. eco-friendly training practices, minimal resource usage, sustainable materials in exercises

Development of metrics for tracking sustainability performance.

Sustainability priorities for public services:

Emission reduction: e.g. low-emission fleets, hybrid/electric vehicles, reduced operational emissions

Resource efficiency: e.g. water conservation, eco-friendly waste disposal, sustainable sourcing

Energy management: e.g. energy-efficient facilities, renewable energy integration, eco-friendly technologies

Sustainability challenges: e.g. resource consumption, waste generation.

Community and stakeholder involvement:

Engagement and awareness: e.g. public awareness campaigns, community meetings, outreach on sustainability benefits, local partnerships

Feedback and collaboration: e.g. gathering community feedback, aligning with local environmental priorities, partnerships with local NGOs and environmental groups

Transparency and reporting: e.g. public reporting on environmental impacts, sustainability initiatives, regular updates to community stakeholders.

Staff recruitment, training and engagement in sustainability practices:

Sustainability training programmes: e.g. training in eco-friendly practices, workshops on sustainable resource management, training on waste reduction and resource conservation.

Environmental impact strategy analysis:

Emissions reduction: reduced CO_2 from low-emission fleets, minimised pollution

Resource conservation: e.g. water-saving measures, non-toxic materials, reduced habitat disruption

Energy efficiency: e.g. decreased energy use, reliance on renewables, reduced carbon footprint.

Financial benefits strategy analysis:

Cost savings: e.g. lower fuel, energy expenses, efficient fleet operations

Return on Investment (ROI): e.g. long-term savings from green technology, sustainable upgrades

Operational efficiency: e.g. decreased resource waste, improved logistics.

Social impact strategy analysis:

Public trust: e.g. enhanced reputation, community support for eco-friendly practices

Health benefits: e.g. reduced air and water pollution, improved community wellbeing

Stakeholder engagement: e.g. increased support from local groups, alignment with community values.

Challenges and limitations of sustainability strategies:

e.g. budget limitations, technology access, training needs, deployment delays, technical compatibility, regulatory compliance, ecological impact.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the impact of public services on the environment</td><td rowspan="3">D1 Evaluate, using real-world examples, the environmental and legislative impact of operational activities in a range of identified public services.</td></tr>
<tr><td>P1 Discuss the impact public services have on the environment and the tools used for tracking it.
P2 Review the range of environmental legislation and frameworks that the public services sector must comply with.</td><td>M1 Analyse the environmental and legislative impact of operational activities in a range of identified public services.</td></tr>
<tr><td colspan="2">LO2 Review a range of sustainability strategies</td></tr>
<tr><td>P3 Explain the core principles of sustainability.
P4 Review a range of sustainability strategies and their legal and ethical considerations.</td><td>M2 Assess the effectiveness of a range of sustainability strategies in the context of their legal and ethical frameworks.</td><td>D2 Evaluate, using real-world examples, the effectiveness of a range of sustainability strategies, considering the legal and ethical implications.</td></tr>
<tr><td colspan="2">LO3 Review the sustainability challenges faced by the public services sector</td><td rowspan="5">LO3 and LO4
D3 Evaluate the effectiveness of a sustainability strategy for an identified public service scenario, in how it addresses key sustainability challenges and limitations.</td></tr>
<tr><td>P5 Discuss, with examples, a range of short-term and local sustainability challenges faced by public services.
P6 Assess, with examples, a range of longer-term, strategic and global sustainability challenges and trends faced by the public sector.</td><td>M3 Assess, using a range of real-world examples, the sustainability challenges faced by a range of public services, in their efforts to become sustainable.</td></tr>
<tr><td colspan="2">LO4 Develop a sustainability strategy for an identified public service scenario</td></tr>
<tr><td>P7 Develop a sustainability strategy tailored to an identified public service scenario for a range of identified SDGs.
P8 Assess the environmental, financial and social impact of the strategy in the public service context.</td><td>M4 Justify the strategy design based on anticipated outcomes, stakeholder needs and alignment with identified SDGs.</td></tr>
</table>

Recommended Resources

Textbooks

Boyd, N. M. and Martin, E. C. (2023). *Sustainable Public Management*. Abingdon, Oxon; New York, NY: Routledge.

Hazas, M. & Nathan, L. (2018). *Digital Technology and Sustainability Engaging: the Paradox*, 1st edn, Routledge.

Robertson, M. (2021). *Sustainability principles and practice*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.apccs.police.uk/media/7863/apcc-environmental-and-sustainability-in-focus.pdf	Environment and sustainability in focus (General reference)
assets.publishing.service.gov.uk/media/66461baab7249a4c6e9d367e/CPS22.140_strategy.pdf	Sustainability Strategy 2023–2026 (General reference)
www.gov.uk/government/publications/climate-change-and-sustainability-strategy-moj/climate-change-and-sustainability-strategy	Climate change and sustainability strategy (General reference)
www.gov.uk/government/publications/defence-sustainability-as-a-competitive-advantage/defence-sustainability-as-a-competitive-advantage	Defence: sustainability as a competitive advantage (Research)
www.theccc.org.uk/publication/progress-in-reducing-emissions-2024-report-to-parliament	2024 Progress Report to Parliament (General reference)

Journals and articles

Cricelli, L. and Strazzullo, S. (2021). 'The Economic Aspect of Digital Sustainability: A Systematic Review', *Sustainability*. Available at doi: doi.org/10.3390/su13158241.

George G., Merrill R. K., Schillebeeckx, S. J. D. (2021). 'Digital Sustainability and Entrepreneurship: How Digital Innovations Are Helping Tackle Climate Change and Sustainable Development', *Entrepreneurship Theory and Practice*, 45(5), pp. 999–1027. Available at: journals.sagepub.com/doi/full/10.1177/1042258719899425.

Hustad, E. and Olsen, D. (2021). 'Creating a sustainable digital infrastructure: The role of service-oriented architecture'. *Procedia Computer Science*, 181, pp. 597–604. Available at doi: doi.org/10.1016/j.procs.2021.01.210.

Links

This unit links to the following related units:

Unit 401: Exploring Public Services

Unit 410: Community Engagement

Unit 414: Government and Politics

Unit 420: Technology in Public Services.

Unit 501: Professional Development

Unit code: **K/651/4709**

Unit level: **5**

Credit value: **15**

Introduction

Professional practice is essential in ensuring that protective public services are delivered effectively, ethically and efficiently. Public services include sectors such as law enforcement, firefighting, emergency medical services and social services. These sectors demand high levels of professionalism and adherence to ethical standards to maintain public trust and safeguard the wellbeing of communities. This unit is designed to give students the core principles of professionalism required in these fields. It prepares them for careers where ethical decision making, critical thinking and reflective practice are fundamental to daily operations.

The purpose of this unit is to give students a comprehensive foundation in the essential professional practices necessary for success in public services. Students will engage with ethical frameworks, reflective practices, critical reasoning and the importance of continuous professional development (CPD). These components help students develop a clear understanding of what it means to act professionally in high-stakes environments. Through practical applications of theoretical knowledge, students will analyse and improve their own professional conduct, ensuring they meet the rigorous standards expected in their respective fields. Students will also explore the process of reflection, addressing its challenges and understanding how reflective practice can support personal and professional growth.

This unit covers a variety of key topics critical for advancing professional practices in protective public services. Students will engage in reflective practice to evaluate their actions and decisions and explore how critical reasoning can be applied to problem solving in real-world scenarios. Personal and professional development planning is also a key focus as it enables students to set achievable career goals and outline steps for continuous improvement. Additionally, the importance of CPD is emphasised, helping students understand how ongoing learning plays a vital role in career progression and higher-level learning within public services.

On completion of this unit, students will have developed essential skills such as reflective practice, critical reasoning, problem solving and the ability to create and review personal and professional development plans. They will also gain an understanding of the need for CPD and its significance in maintaining and enhancing skills throughout their careers. These skills will be applicable to a wide range of roles in protective public services including law enforcement, firefighting, emergency medical services, and social work. Ultimately, these competencies will provide students with a competitive advantage in high-demand fields and prepare them for both immediate employment and long-term career growth.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the process of reflection and its application and challenges in professional practice

LO2 Discuss the need for continuing professional development (CPD) and its role within public services

LO3 Deliver a workshop on an identified public services subject that shows professionalism

LO4 Design a professional development plan for an identified goal based on workshop feedback.

Essential Content

LO1 Examine the process of reflection and its application and challenges in professional practice

Reflective practice:

What reflection is, what reflective practice entails, the importance of improving professional performance, improving personal growth in the public services.

Theories and models of reflection:

Key theories and models of reflection, including Kolb's experimental learning cycle, description, stages, importance and improvement using the theoretical method

Gibbs reflective cycle, description, stages, importance and improvement using the theoretical method

Schön's Reflective Practice (1983), description, stages, importance and improvement using the theoretical method.

Application of reflective practice:

Self-assessment tools, SWOT analysis (strengths, weaknesses, opportunities, threats), reflective logs, SMART goals, Key Performance Indicators (KPIs), reflective journals

Incorporating reflection into professional practice: e.g. daily routines, routine reflection exercises, reflection after critical incidents, routine tasks, implantation of structured reflection periods, reflection sessions as teams or individualised.

Challenges in reflective practice:

Barriers to reflection: e.g. obstacles, time constraints, lack of training, organisational culture

Strategies to overcome barriers: e.g. time-management techniques, specific time for reflection, training programmes, focus of reflective skills, creating a supportive organisational culture, setting objectives, peer review, evidence-based practice and framework, balancing emotional and factual insight.

LO2 Discuss the need for continuing professional development (CPD) and its role within public services

Continuing professional development (CPD):

Definitions and purpose of professional development, what CPD entails, importance of maintaining professional development practice

Benefits of CPD, including keeping up to date with industry advancements, enhancing professional competencies, job satisfaction, career progression opportunities.

CPD activities and opportunities:

Formal learning: e.g. accredited courses, workshops, seminars, online training, training programmes, certificated courses

Informal learning: e.g. self-directed learning, peer group learning, on-the-job training and experiences

Professional networks and organisations, including the role of importance in specific organisational development: e.g. CIPD, NFPA, IACP

Online platforms: e.g. digital learning platforms, courses, LinkedIn Learning and networking.

Planning and recording CPD:

CPD planning, including the principles of structured CPD linked to professional development goals and organisational requirements

CPD records and logs: e.g. detailed logs, records of activities, maintaining accurate progress, certification

CPD impacts: e.g. evaluating impacts, metrics and methods of measuring impacts, measuring impacts on development, measuring impact on service delivery.

Role of CPD in career advancement:

How CPD opportunities contribute to career progression, e.g. achieving higher-level qualifications, higher-level job positions in the public services, linked CPD qualifications to job role, the relationship between ongoing CPD activity and formal qualifications.

LO3 **Deliver a workshop on an identified public services subject that shows professionalism**

Workshop planning:

Defining objectives: e.g. workshop aims, SMART goals (specific, measurable, achievable, relevant, timely), intended audience, audience outcomes, align workshop content with objectives

Content selection and structure: e.g. identify topics, identify content sections, confirm topics align with objectives, balance of theory, practice and discussion

Workshop plan: e.g. registration, introduction, activities and exercises including number, format (e.g. role play, team based, seminar, discussion), sequence, summation, differentiation (e.g. by objective, by outcome, by skill level, by job role, by content), assessment opportunities, contingency planning, risk assessments, health and safety requirements (e.g. venue, individual medical needs), feedback opportunities, data gathering, aligning activities with objectives and workshop aims

Resources: e.g. resource formats (e.g. presentation, booklets, handouts, folders, multimedia, music, video), physical activity requirements (e.g. pens, paper, drawing materials, arts and craft, equipment), feedback (e.g. quiz, survey, questionnaire), quality of resources (e.g. clear, concise, engaging, easy to understand, accessible, differentiated)

Organising logistics: e.g. workshop format (physical, virtual, hybrid), venue identification or virtual platform setup, eating arrangements, technology needs, accessibility considerations, time, date, and participant availability

Professionalism, including personal appearance, vocal tone and use of language, scene setting, behaviour expectations (e.g. mobile phone use, background chat, late arrivals), quality of resources, depth of subject knowledge, quality of activities, maximising audience benefits (e.g. differentiation, assessment opportunities, adjusting workshop to meet audience requirements), dealing with questions.

Workshop delivery:

Introduction and setting expectations: e.g. workshop purpose and objectives, welcoming and inclusive atmosphere, agenda overview and expected outcomes

Content delivery and activities: e.g. alternation between presentations and activities, activities linked to objectives (e.g. group work, problem solving), encouragement of active participation

Maintaining engagement: e.g. visual aids, questions, peer interaction, monitoring of engagement and pacing adjustments, positive reinforcement and validation of contributions, continuous assessment

Addressing questions and clarifying points: e.g. safe space for questions, additional examples for challenging topics, stretch and challenge activities, context for complex points.

Gathering feedback:

Feedback collection: e.g. surveys, forms, informal discussions, quantitative (e.g. letter grade, star system, marks out of), qualitative (comments) data, focus on content, delivery and engagement

Reflecting on workshop success: e.g. comparison of objectives with outcomes, participant engagement levels, clarity of delivery, levels of professionalism, self-reflection on facilitation style

Planning for improvement: e.g. feedback-based adjustments, content refinement and activity optimisation for future sessions, new strategies for enhanced engagement and relevance.

LO4 **Design a professional development plan for an identified goal based on workshop feedback**

Analysing feedback:

Data categorisation: e.g. content delivery, engagement strategies, workshop structure, participant outcomes

Data analysis tools: spreadsheets, charts (e.g. Venn diagram, pie charts, bar charts, scatter charts, statistical analysis), analysis of feedback data, arrival at conclusions

Key feedback themes: e.g. patterns, common points, standout comments

Quantitative metrics: e.g. scores, ratings

Qualitative insights: e.g. participant comments highlighting strengths, memorable activities, engaging methods.

Concept of personal and professional development:

Definition and significance; importance of ongoing personal and professional development, maintaining and improving skillsets.

Development plan:

Breakdown of key components, including SMART goals (specific, measurable, achievable, relevant, timely), resource identification (determine tools, support and resources needed towards set goals), timelines (realistic timelines towards objectives) and evaluation methods (criteria for assessing progress and measuring success).

Designing a development plan:

Self-assessment tools including use of various techniques, e.g. Myers–Briggs, career inventories, skill assessment

Setting development goals; forming clear, actionable and personalised goals from self-assessed outcomes

Action planning, a comprehensive action plan with specific steps, resources, supportive structures.

Review of development plan:

Monitoring progress, review of techniques and tools, tracking progress, progress diaries, periodic reviews, feedback sessions

Adapting development plans; adjusting strategic plans based on needs, feedback and challenges

Reflection: reflection on achievements, identifying areas for improvement, preparing future developments, preparing skills for industry (qualities e.g. communication, IT skills, time management, working with others, effective leadership skills, problem solving).

Importance of feedback:

Using feedback in constructive methods, including stakeholders, supervisors, peers, mentors.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the process of reflection and its application and challenges in professional practice</td><td rowspan="2">D1 Evaluate the impact that reflective practice has on professional performance in public services.</td></tr>
<tr><td>P1 Explain the concept of reflective practice and its significance in public services.

P2 Discuss how reflective practice can be applied in professional settings within public services.</td><td>M1 Assess the effectiveness of reflective practice in improving professional performance.</td></tr>
<tr><td colspan="2">LO2 Discuss the need for continuing professional development (CPD) and its role within public services</td><td rowspan="2">D2 Evaluate the effectiveness of an identified CPD programme within a defined public service sector.</td></tr>
<tr><td>P3 Explain the concept and need for CPD in public services.

P4 Discuss the role of a range of CPD opportunities in the public services.</td><td>M2 Analyse the benefits and limitations of a CPD programme within the public services.</td></tr>
<tr><td colspan="2">LO3 Deliver a workshop on an identified public services subject that shows professionalism</td><td rowspan="4">LO3 and LO4

D3 Evaluate the role of CPD and personal development plans in developing professionalism within the identified public service sector.</td></tr>
<tr><td>P5 Plan a workshop session for an identified public services subject.

P6 Deliver a workshop on an identified public services subject that shows professionalism and gather appropriate feedback.</td><td>M3 Deliver an effective, professional workshop on an identified public services subject that engages an identified target audience.</td></tr>
<tr><td colspan="2">LO4 Design a professional development plan for an identified goal based on workshop feedback</td></tr>
<tr><td>P7 Analyse the feedback from the workshop delivery to identify a range of professional development objectives.

P8 Design a personal development plan based on the identified objectives and outline strategies for tracking and evaluation of the CPD.</td><td>M4 Evaluate the effectiveness of the designed CPD plan in helping to meet the identified objectives.</td></tr>
</table>

Recommended Resources

Textbooks

Bassot, B. (2023). *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*. Abingdon, Oxon; New York, NY: Routledge.

Bolton, G. and Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. 5th Ed. London: SAGE Publications.

Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument*. London: Palgrave Macmillan.

Ghaye, T. (2010). *Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action*. Abingdon, Oxon; New York, NY: Routledge.

Neugebaur, J. and Evans-Brain, J. (2009). *Making the Most of Your Placement*. 1st edn. London: SAGE Publications.

Rook, S. (2019). *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-Employment*. London: Bloomsbury.

Rook, S. (2015). *Work Experience, Placement and Internships*. London: Bloomsbury.

Simpson, S. (2011). *Rediscovering Dewey: A Reflection on Independent Thinking*. London: Wood N Barnes.

Stone, D. and Heen, S. (2014). *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York: Penguin.

Websites

www.cipd.org/uk	Chartered Institute of Personnel and Development (CIPD) (General reference)
cpduk.co.uk	Continuing Professional Development (CPD) Standards Office (General reference)
www.gov.uk	Careers skills and training (Research)
www.nfpa.org	National Fire Protection Association (NFPA) (General reference)

www.theiacp.org International Association of Chiefs of Police (IACP)

(General reference)

Journals and articles

Brownhill, S. (2023). 'Asking *additional* key questions of self-reflection', *Reflective Practice*, [online], 24(3), pp. 400–412. Available at doi: dx.doi.org/10.1080/14623943.2023.2190578.

McGill, R. B. (2021). 'Using reflection to confront mistakes: Reframing failure for success', *Medical Teacher*, [online], 44(1), pp. 97–98. Available at doi: dx.doi.org/10.1080/0142159X.2021.1967907.

Merlo, G. (2021). 'The Reflective Process'. *Oxford Academic,* [online], pp. 17–30. Available at doi: dx.doi.org/10.1093/MED/9780197506226.003.0002.

Thurner, V., Hammer, S., Ottinger, S. and Waldleitner, M. (2020). 'Development and Evaluation of an Assessment Tool for Self-Reflection', *IEEE Global Engineering Education Conference (EDUCON)*, [online], pp. 605–612. Available at doi: dx.doi.org/10.1109/EDUCON45650.2020.9125185.

Links

This unit links to the following related units:

Unit 404: Planning a Public Services Project

Unit 502: Research Project

Unit 521: Work-based Experience.

Unit 502: Research Project (Pearson-set)

Unit code: R/651/4710

Unit level: 5

Credit value: 30

Introduction

This unit is assessed through 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 topical aspect of public services in the context of a professional environment.

Public services, including police, ambulance, fire service, military, and coastguard and mountain rescue services, play a crucial role in maintaining public safety and order. These sectors necessitate a comprehensive understanding of operational strategies, community engagement, crime prevention and emergency response mechanisms. As a professional in public services, it is vital to understand the key factors that influence service effectiveness and public trust.

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 on 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 a student will be able to:

LO1 Design a relevant research proposal, identifying the research question, methodology and ethical considerations

LO2 Implement the research project within agreed procedures and proposal guidelines, ensuring data accuracy and adherence to ethical standards

LO3 Review the research outcomes, analysing the effectiveness and limitations of the chosen methodology

LO4 Communicate the research findings effectively to an intended audience.

Essential Content

LO1 **Design a relevant research proposal, identifying the research question, methodology and ethical considerations**

Research proposition development:

Methodical and valid propositions as foundational elements

Research question purpose, significance, alignment with objectives.

Methodological framework:

Saunders' research onion: e.g. methodology selection guide, layered framework

Research method selection: e.g. qualitative, quantitative, mixed method considerations

Theoretical frameworks: e.g. suitability, alignment with research objectives, conceptual underpinning.

Research questions and hypotheses:

Question formulation: e.g. clarity, alignment with research aims, focused inquiry

Hypothesis definition: e.g. suitability, contextual alignment, theoretical grounding.

Literature review:

Existing knowledge context: e.g. positioning within current literature, gap identification

Primary source critique: e.g. interviews, questionnaires, observational data evaluation

Secondary source critique: e.g. journals, books, internet source reliability, depth analysis

Benchmarking: e.g. standards, comparative analysis, reference points.

Scope, limitations and implications:

Scope definition: e.g. boundaries, research focus, areas of exclusion

Limitations: e.g. constraints, variables influencing outcomes, potential biases

Ethics and resources: e.g. ethical compliance, resource allocation, practical feasibility.

Action plan:

Milestones and timelines: e.g. project phases, sequential stages, completion targets

Monitoring strategy: e.g. progress tracking, review checkpoints, iterative evaluation

Strategy justification: e.g. decision-making rationale, alignment with objectives, logical coherence.

Research design:

Research type: e.g. qualitative, quantitative, systematic exploration, contextual selection

Resources and analysis: e.g. tools, data analysis software, logistical requirements

Statistical analysis: e.g. validity, reliability, control variables, data integrity.

Skills and knowledge development:

Expected skills: e.g. critical thinking, analytical reasoning, problem solving, methodological expertise.

LO2 **Implement the research project within agreed procedures and proposal guidelines, ensuring data accuracy and adherence to ethical standards**

Project execution:

Design adherence, methodological consistency, objective alignment

Hypothesis testing: e.g. hypothesis clarity, null hypothesis, alternative hypothesis, directional and non-directional hypotheses, parametric and non-parametric hypothesis, scenario specificity, suitability, cross-validation

Independent scrutiny

Original research purpose, consistency, coherence with objectives.

Data collection methods:

Tools selection: e.g. surveys, interviews, observational instruments, digital tools

Systematic recording: e.g. structured logging, accuracy, standardised formats

Sampling: e.g. sample types, sizes, probability techniques, non-probability methods

Methodological challenges: e.g. bias mitigation, control variables, validity considerations.

Ensuring data accuracy:

Literature accuracy: e.g. citation levels, peer review, multiple reliable sources, consistency, avoiding plagiarism, use of AI generated content

Collection accuracy: e.g. data entry (e.g. errors, anomalies, inconsistencies, validation, duplication), software techniques, automation, double checking, redundancy, comparison

Storage and processing accuracy: e.g. mathematical, statistical, software (e.g. calculators, spreadsheets, databases, mathematical and data analysis programs), clear labelling, secure storage systems, organised categorisation, data loss, backups, encryption.

Ethics, reliability, and validity:

Ethical standards: e.g. data handling, participant confidentiality, compliance frameworks

Reliability and validity: e.g. data consistency, replication potential, integrity emphasis.

Data analysis and interpretation:

Analysis techniques: e.g. qualitative coding, quantitative typologies, statistical methods

Software tools: e.g. data processing platforms, analysis applications, visualisation tools

Statistical presentation: e.g. tables, charts, graphs, data clarity, interpretative aids

Comparative analysis: e.g. trend examination, variable correlations, predictive modelling.

Core skills and behaviours:

Key competencies: e.g. critical analysis, logical reasoning, adaptability, methodological expertise.

LO3 **Review the research outcomes, analysing the effectiveness and limitations of the chosen methodology**

Outcome assessment:

Project success evaluation: e.g. alignment with planning, objective achievement, success indicators

Evidence-based analysis: e.g. findings reliability, data validity, result consistency

Challenges and benefits: e.g. identified difficulties, operational advantages, unexpected outcomes.

Stakeholder analysis:

Identification and mapping: e.g. key stakeholders, roles, responsibilities, influence

Communication strategies: e.g. tailored engagement approaches, stakeholder specific messaging, impact analysis.

Methodology reflection:

Strengths and limitations: e.g. methodological effectiveness, process weaknesses, gaps

Reflection cycle: e.g. reflection in action, post-action review, iterative learning

Future research implications: e.g. adjustment considerations, methodological enhancements, transferable lessons.

Future considerations:

Research significance: e.g. practical application, academic relevance, societal impact

Investigation limitations: e.g. identified constraints, operational boundaries, contextual challenges

Recommendations: e.g. strategic suggestions, improvement areas, future exploration directions.

LO4 **Communicate the research findings effectively to an intended audience**

Report structure:

Introduction: e.g. background context, research aims, objectives

Methodology: e.g. research design, rationale, methodological boundaries

Findings: e.g. key data, organized presentation, clarity emphasis

Results: e.g. analysis alignment with objectives, evidence interpretation

Conclusions: e.g. summary of implications, actionable recommendations

Bibliography: e.g. comprehensive references, citation accuracy, adherence to formats.

Presentation techniques:

Audience awareness: e.g. knowledge levels, interest alignment, targeted communication

Tone and clarity: e.g. professional delivery, accessible language, concise expression

Engagement techniques: e.g. eye contact, pacing control, emphasis placement, visual emphasis.

Visualisation tools:

Visual aids: e.g. slides, charts, infographics, graphs

Data presentation: e.g. accessible visualisation, statistical clarity, audience comprehension focus.

Argumentation:

Logical structure: e.g. persuasive conclusions, evidence-supported points, coherent flow

Audience friendly: e.g. simplified research explanations, structured adaptation, familiarity consideration.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Design a relevant research proposal, identifying the research question, methodology, and ethical considerations</td><td rowspan="5">LO1 and LO2

D1 Evaluate the success of the project implementation in the context of the original proposals, methodologies, data gathering techniques and ethical considerations, identifying strengths and areas for improvement.</td></tr>
<tr><td>P1 Develop a clear and methodical research proposition, identifying the research question and hypotheses.

P2 Create a comprehensive research methodology for the identified proposition, considering ethical issues and resources.</td><td>M1 Justify the selection of the research proposal and project methodology in the context of a range of ethical and resource considerations.</td></tr>
<tr><td colspan="2">LO2 Implement the research project within agreed procedures and proposal guidelines, ensuring data accuracy and adherence to ethical standards</td></tr>
<tr><td>P3 Execute the research project in adherence to design and methodology, accurately collecting and recording data while addressing ethical considerations.

P4 Analyse the data collected using appropriate techniques and validate the consistency with original research objectives.</td><td>M2 Assess the effectiveness and accuracy of the data gathered in relation to the project objectives, identifying any errors or omissions.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Review the research outcomes, analysing the effectiveness and limitations of the chosen methodology		**LO3 and LO4** **D2** Evaluate, through reflection, presentation and feedback, the success of the research project in proving the initial research hypothesis, identifying strengths, weaknesses and areas for improvement.
P5 Discuss the degree to which the research findings support the initial project hypotheses, providing evidence-based conclusions from the research. **P6** Review the applied research methodology and identify strengths and limitations.	**M3** Analyse the effectiveness of the research against the project hypothesis, identifying evidence-based strengths and areas for improvement.	
LO4 Communicate the research findings effectively to an intended audience		
P7 Create a clear and coherent report, including introduction, methodology, findings and conclusions. **P8** Deliver an effective presentation to an intended audience using appropriate techniques and visualisation tools.	**M4** Tailor the communication and presentation of the research findings to engage the intended audience professionally.	

Recommended Resources

Textbooks:

Aguinis, H. (2024). *Research Methodology*. London: SAGE Publications.

Davies, M. and Hughes, N. (2014). *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. 2nd Ed. London: Bloomsbury Publishing Plc.

Dawson, C. (2019). *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. 5th Ed. London: Robinson.

Denscombe, M. (2021). *The Good Research Guide: Research Methods for Small-Scale Social Research Projects.* Maidenhead, Berkshire: Open University Press.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Ed. London: SAGE Publications.

Sharp, J. A. (2017). *The Management of a Student Research Project*. London: Routledge. Available at doi: doi.org/10.4324/9781315238449.

Websites

psyche.co/guides/how-to-plan-a-research-project-in-four-clear-steps	How to plan a research project (General reference)
www.scribbr.com/research-process/research-proposal	How to Write a Research Proposal Examples & Templates (General reference)
userresearch.blog.gov.uk	User research in government (General reference)

Links

This unit links to the following related units:

Unit 404: Planning a Public Services Project

Unit 501: Professional Development

Unit 521: Work-based Experience.

Unit 503: Justice, Punishment and Rehabilitation

Unit code: T/651/4711

Unit level: 5

Credit value: 15

Introduction

The notion of justice and fairness is inherent in society. Punishment of wrongdoing is an essential part of any justice system, however, this does not stop people from reoffending on its own. Effective rehabilitation options are needed to address the root of the problem and reduce reoffending so as to reduce the amount of crime committed and improve the lives of all citizens.

This unit has been designed for students to develop an understanding of how justice is achieved through the application of appropriate and effective punishments, including accredited rehabilitation programmes. Students will explore a range of topics, including the different types of justice, the aims and purposes of sentencing, the range of sentencing options available and the use of sentencing guidelines and rehabilitation programmes 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 public services ensure that justice, punishment and rehabilitation are carried out effectively. This could lead to a career in the criminal justice system, the Probation Service, the Prison Service, rehabilitation services and, more broadly, the Ministry of Justice.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the types and principles of justice

LO2 Explore the aims and types of punishment

LO3 Identify the rehabilitation options available for the treatment of offenders

LO4 Investigate how public services ensure that justice, punishment and rehabilitation are carried out effectively.

Essential Content

LO1 Investigate the types and principles of justice

Types of justice:

Distributive justice: resource allocation, opportunities equity, social benefits balance, economic benefits fairness, wealth redistribution, access equality

Economic justice: fair economic policies, equitable wages, employment access, economic prosperity equality, poverty reduction, inequality minimisation

Procedural justice: transparent processes, fairness in law administration, decision-making equity, unbiased systems, accountability, public trust in legal procedures

Restorative justice: proportional punishment, moral responses to wrongdoing, offender accountability, healing focus, reconciliation emphasis, amends-making processes

Reparative justice: victim compensation, community restoration, financial reparations, damage repair initiatives, acknowledgment of harm, injustice correction mechanisms.

Principles of justice:

Fairness: e.g. impartiality, equity, balanced judgments, objective processes, unbiased systems

Moral obligation: e.g. ethical responsibility, justice adherence, societal duty, rights respect

Entitlement: e.g. individual rights, fair treatment assurance, access to legal protections, judicial guarantees

Equality: e.g. non-discrimination, universal legal application, equal opportunity in justice, equity assurance

Fair adjudication: e.g. bias-free judgments, impartial legal systems objective verdicts, fair resolution processes

Fair play: e.g. equal representation, case presentation opportunity, procedural transparency, participant equity

Just desserts: e.g. punishment proportionality, offence-appropriate sentencing, retributive justice principles, crime-accountability alignment

Reductionism vs. retributivism: e.g. crime reduction focus, rehabilitation advocacy, strict punishment approaches, criminal justice philosophy debates.

LO2 **Explore the aims and types of punishment**

Aims of sentencing:

Punish the offender: accountability, legal penalties, offender responsibility, consequences for wrongdoing

Reduce crime: crime deterrence, prevention focus, behavioural discouragement, public examples, legal enforcement impact

Reform and rehabilitate the offender: behavioural change programmes, societal reintegration, skills development, offender support, character reform

Protect the public: community safety, dangerous offender removal, incapacitation measures, societal harm prevention, long-term security

Make reparation: victim restitution, community amends, manual labour contributions, wrongdoing acknowledgment, reconciliation efforts.

How sentences are worked out:

Sentencing guidelines: e.g. consistency frameworks, fairness principles, sentencing transparency, legal parameters, sentencing council collaboration

Seriousness of offence: e.g. harm assessment, crime gravity evaluation, societal impact

Culpability of offender: e.g. mental state considerations, intent analysis, responsibility determination

Previous convictions: e.g. criminal history review, reoffending patterns, past offence evaluation

Personal circumstances: e.g. offender age, health status, socioeconomic background, mitigating factors

Reductions for guilty pleas: e.g. sentence reduction incentives, early plea benefits, legal efficiency considerations.

Types of sentences:

Discharge: conditional releases, no further action stipulations, legal warnings

Fine: monetary penalties, offence-dependent amounts, financial accountability measures

Community sentence: rehabilitation programmes, community service requirements, restorative justice elements

Custodial sentence: imprisonment, severity-based sentencing, long-term offender containment

Suspended sentence: conditional freedom, behaviour-based contingencies, deferred imprisonment

Ancillary orders: restraining orders, additional legal directives, protective measures

Out-of-court disposals: alternatives to prosecution, cautions, warnings, pre-emptive interventions.

Community sentences:

Aims: offender punishment, behaviour modification, victim/community reparations

Requirements: supervision mandates, activity restrictions, rehabilitation programs, compliance conditions.

Imprisonment:

Serious offences: custodial sentencing thresholds, offence severity criteria, legal justification

Aims: general deterrence, specific deterrence, public safety, incapacitation, reform focus.

LO3 **Identify the rehabilitation options available for the treatment of offenders**

Accredited programmes:

What works literature: evidence-based practices, effectiveness evaluation, research-supported interventions

Offending behaviour programmes (OBPs): interventions targeting criminal behaviour, e.g. aggression replacement training (ART), alcohol related violence programme (ARV), sex offender treatment programmes (SOTP), healthy identity intervention (HII)

Substance misuse programmes: programmes addressing substance-related offending (e.g. addressing substance related offending (ASRO) and The Bridge Programme)

Healthy relationship programme (HRP): e.g. relationship violence interventions, conflict resolution focus

Thinking skills programme (TSP): cognitive behavioural therapy (CBT).

Generic programme initiatives:

Community-based programmes: e.g. neighbourhood watch partnerships, offender-victim community panels, peer-led support circles, cultural reintegration projects, local arts and performance initiatives, family mentorship programmes, collaborative public service projects, restorative gardening or urban greening schemes

Specialised rehabilitation units: e.g. programmes for arson offenders, gambling addiction rehabilitation services, anti-gang involvement programmes, behavioural intervention groups for habitual shoplifting, white-collar crime accountability workshops, digital behaviour correction initiatives for cybercrime, extremist ideology deradicalisation centres, elder offender care units

Mental health rehabilitation programmes: e.g. post-traumatic stress disorder (PTSD) recovery plans, anxiety management courses, bipolar disorder care systems, mood stabilisation training, psychiatric inpatient care units, outpatient therapeutic support, sensory integration therapy, crisis intervention teams

Youth rehabilitation programmes: e.g. youth mentoring initiatives, diversionary programmes for juvenile offenders, school-based behaviour change interventions, youth sports programs for engagement, educational outreach systems, youth offender boot camps, community role model partnerships, teen addiction recovery service

Gender-specific rehabilitation programmes: e.g. women's safe housing and support services, maternal offender care programmes, gender-responsive therapy, young male aggression reduction initiatives, LGBTQ+ offender-specific reintegration systems, survivor-informed rehabilitation for sex offenders, female mentorship projects.

Therapy:

Group therapy: e.g. peer discussions, shared issue exploration, facilitated environments

Individual therapy: e.g. counselling sessions, personalised treatment plans, offender-specific approaches

Therapeutic communities: e.g. residential programmes, support networks, therapeutic engagement environments.

LO4 Investigate how public services ensure that justice, punishment and rehabilitation are carried out effectively

Public services:

Police: e.g. crime investigation processes, offender apprehension, evidence preservation, victim support, community policing initiatives, enforcement of court orders, use of restorative justice practices, public safety assurances, collaborative crime prevention strategies, compliance with procedural justice standards

Courts: e.g. fair trial principles, judicial independence, public trust in the judiciary, victim advocacy frameworks, evidence-based adjudication, access to legal representation, equal treatment under the law, specialised courts (e.g., youth courts, drug courts), appeals systems, sentencing consistency

Probation and social services: e.g. behavioural change programmes, cognitive skills training, substance misuse interventions, vocational education, job placement schemes, mentorship opportunities, family reunification support, therapy and counselling services, housing assistance for ex-offenders

Prisons: e.g. custodial sentence management, offender risk assessments, prison rehabilitation programmes, mental health support for inmates, probationary oversight, parole system administration, community service orders, reintegration initiatives, security protocols in correctional facilities.

Multi-agency collaboration:

e.g. judiciary and law enforcement partnerships, multi-agency offender management teams, third-sector organisation involvement, private sector collaboration for employment opportunities, community engagement in restorative practices, victim-offender mediation facilitation

Government: e.g. formulating justice policies including national policies, local policies.

Key issues:

Costs: e.g. cost of imprisonment vs. cost of community sentence, cost of reoffending, performance-based funding models

Efficiency: e.g. ensuring swift justice; effectiveness of short custodial sentences; impact of police-led prosecutions; effectiveness of community sentences; high prison population

Impact of data analysis: e.g. reoffending rates, victim satisfaction levels, judicial efficiency metrics, rehabilitation success rates, community safety statistics, offender employment outcomes, public perception surveys, comparative studies on punishment effectiveness.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the types and principles of justice</td><td rowspan="4">LO1 and LO2

D1 Evaluate, using a range of real-world case studies, the effectiveness of achieving justice through appropriate sentencing in the modern criminal justice system.</td></tr>
<tr><td>P1 Review, with examples, the different types of justice that are available in today's criminal justice system.

P2 Discuss, with examples, the different principles of justice that can be found in the modern criminal justice system.</td><td>M1 Assess, using a range of real-world examples, the effectiveness of a range of types and principles of justice that can be found in the modern criminal justice system.</td></tr>
<tr><td colspan="2">LO2 Explore the aims and types of punishment</td></tr>
<tr><td>P3 Explore the aims of sentencing and the guidelines that are in place to make sentencing decisions.

P4 Compare, using real-world examples, the different types of sentences that can be applied by the criminal courts.</td><td>M2 Analyse, using a range of real-world case studies, the effectiveness of sentencing guidelines in relation to sentencing aims for an appropriate sentence.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Identify the rehabilitation options available for the treatment of offenders		**LO3 and LO4** **D2** Evaluate, using a range of real-world case studies, the effectiveness of the rehabilitation options available to public services in delivering justice, punishment and rehabilitation.
P5 Review, using real-world case studies, a range of accredited programmes and therapies that are available for the treatment of offenders. **P6** Review, using real-world case studies, a range of general programmes that are available for the treatment of offenders.	**M3** Analyse, using a range of real-world case studies, the effectiveness of a range of accredited programmes in supporting a range of identified offenders.	
LO4 Investigate how public services ensure that justice, punishment and rehabilitation are carried out effectively		
P7 Investigate, using real-world case studies, how public services ensure that justice, punishment and rehabilitation are carried out effectively. **P8** Discuss, using real-world case studies, the key issues encountered by public services in carrying out effective justice, punishment and rehabilitation.	**M4** Analyse, using a range of real-world case studies, how the key issues that affect justice, punishment and rehabilitation in public services have evolved over recent years.	

Recommended Resources

Textbooks

Ashworth, A. (2015). *Sentencing and Criminal Justice*. 7th Ed. Cambridge: Cambridge University Press.

Davies, M., Croall, H. and Tyrer, J. (2015). *Criminal Justice*. 5th Ed. London: Pearson

Easton, S. and Piper, C. (2022). *Sentencing and Punishment: The Quest for Justice*. 5th Ed. Oxford: Oxford University Press.

Joyce, P. and Laverick, W. (2022). *Criminal Justice: An Introduction*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.cps.gov.uk	Crown Prosecution Service (General reference)
www.justice.gov.uk	Justice (General reference)
www.sentencingcouncil.org.uk	Sentencing Council (Data sets and guidelines)

Journals and articles

Forsberg, L. and Douglas, T. (2022). 'What is Criminal Rehabilitation?', *Criminal Law and Philosophy* 16, 103–126. Available at doi: doi.org/10.1007/s11572-020-09547-4.

Jørgensen, Ø., & Nilsson, A. (2024). 'Why should we punish and how? The role of moral intuitions and personal worldviews for punitiveness and sentencing preferences', *Psychology, Crime & Law*, pp. 1–29. Available at doi: doi.org/10.1080/1068316X.2024.2381673.

Maculan, E. and Gil Gil, A. (2020). 'The Rationale and Purposes of Criminal Law and Punishment in Transitional Contexts', *Oxford Journal of Legal Studies*, 40(1), pp. 132–157. Available at doi: doi.org/10.1093/ojls/gqz033.

Ward, T. and Langlands, R. (2009). 'Repairing the rupture: Restorative justice and the rehabilitation of offenders', *Aggression and Violent Behaviour*, 14(3), pp. 205–214. Available at doi: doi.org/10.1016/j.avb.2009.03.001.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 419: Third Sector and Public Services

Unit 421: Care in Custody

Unit 519: Offender Management.

Unit 504: Serious and Organised Crime

Unit code: **Y/651/4712**

Unit level: **5**

Credit value: **15**

Introduction

Serious and organised crime poses a critical threat to public safety, economic stability and international security. Involving activities such as trafficking, financial fraud, cybercrime and exploitation, organised crime operations rely on complex structures and extensive support networks to evade law enforcement. This unit examines the nature of serious and organised crime, its impact on society and the collaborative efforts of public services and international organisations to tackle it. The unit covers the different types of organised crime, structural support mechanisms, societal impact, legal frameworks, international cooperation and crime prevention strategies.

The unit gives students an understanding of the types, structures and societal impact of organised crime and explores the legal and strategic frameworks that public services use to combat it. Through case studies and analysis, students will examine the global and legal implications of organised crime and evaluate the effectiveness of crime-fighting strategies.

Students completing this unit will gain skills in crime analysis, understanding legal frameworks and evaluating public service interventions. The knowledge and understanding gained in this unit can be applied to roles in law enforcement, security analysis, criminal intelligence and public policy.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the nature and types of serious and organised crime and the structures that support them

LO2 Investigate the impact of serious and organised crime on society

LO3 Analyse the legal frameworks and international cooperation used in tackling serious and organised crime

LO4 Review a range of practical strategies used by public services to combat serious and organised crime.

Essential Content

LO1 Investigate the nature and types of serious and organised crime and the structures that support them

Types of serious and organised crime:

Drug trafficking: e.g. production and distribution of illicit substances (e.g. cocaine, heroin, methamphetamines), cross-border smuggling, cartel operations, synthetic drug manufacturing, drug mules, economic impact, e.g. money laundering, black-market revenues

Human trafficking and exploitation: e.g. forced labour, sexual exploitation, modern slavery, child trafficking, illegal organ trade, recruitment through coercion, fraudulent documentation, transnational networks, victim transportation, hidden safehouses

Weapons smuggling: e.g. illegal arms trade, trafficking of firearms, explosives, military-grade weapons, links to conflict zones, gang violence, black-market sales, paramilitary supplies, hidden transportation methods, cross-border networks

Cybercrime: e.g. hacking, identity theft, ransomware attacks, financial fraud, phishing scams, dark web activities, online black markets, cryptocurrency theft, cyber espionage, impact on national security, corporate sectors, individual victims

Organised theft and robbery: e.g. high-value cargo theft, art and cultural artifact theft, armed robbery, heists, vehicle theft rings, bank robberies, home invasions, smash-and-grab operations, targeted operations, planning, escape networks

Fraud and financial crime: e.g. money laundering, tax evasion, pyramid schemes, investment fraud, insurance fraud, counterfeit currency, financial cybercrime, stock manipulation, corporate embezzlement, exploitation of loopholes, offshore accounts, fraudulent business fronts

Counterfeiting and piracy: e.g. production and distribution of counterfeit goods, (e.g. luxury items, electronics, pharmaceuticals), digital piracy, intellectual property theft, counterfeit software, media, health risks, economic damage, undermining legitimate industries.

Organisational structures:

Hierarchal models: e.g. traditional mafia structures of boss, underboss, etc., top-down control, loyalty through family connections, enforcement mechanisms

Network-based structures: e.g. decentralised networks, cell structures, adaptability in transnational contexts (e.g. Hell's Angels)

Family-based clans and ethnic networks, e.g. loyalty-based recruitment, community ties, multi-generational influence (e.g. branches of the triads).

Support mechanisms and resources control:

Financial networks: e.g. money laundering, offshore accounts, tax evasion

Corruption and political influence: e.g. bribery, judicial and law enforcement manipulation

Technology utilisation: e.g. encrypted communications, social media recruitment, counter-surveillance

Cross-border alliances: e.g. international partnerships, cultural affiliations, network resilience.

LO2 **Investigate the impact of serious and organised crime on society**

Economic impact:

Financial loss: e.g. business revenue decline, consumer fraud, personal financial exploitation

Public expenditure: e.g. increased law enforcement budgets, legal proceedings, incarceration costs

Market destabilisation: e.g. black-market competition, disruption of legitimate industries, counterfeit goods circulation

Money laundering: e.g. illicit funds integration, compromised financial institutions, weakened fiscal policies.

Social impact:

Community fear: e.g. heightened insecurity, reduced quality of life, erosion of public trust

Victimisation: e.g. psychological trauma, exploitation of vulnerable groups, human rights violations

Social fragmentation: e.g. increased gang influence, loss of social cohesion, intergroup conflicts

Health implications: e.g. spread of addiction, untreated injuries from violent crime, counterfeit drug use, healthcare strains (e.g. increased health crises, resources strain from addiction and mental health impact).

Political impact:

Corruption: e.g. bribery of public officials, compromised governance, weakening of rule of law

Policy shifts: e.g. stricter laws, increased surveillance, resource allocation to combat organised crime

Public trust erosion: e.g. perceived ineffectiveness of law enforcement, scepticism toward government initiatives

Diplomatic strains: e.g. cross-border disputes, international tension over crime network operations

Law enforcement and justice system impact:

Operational pressure: e.g. resource shortages, increased workload, heightened risk for personnel

System overload: e.g. backlog in courts, overcrowded prisons, delayed justice delivery

Evolving crime tactics: e.g. need for specialised training, adaptation to sophisticated criminal methods, recruitment of experts

Cross-agency collaboration: e.g. enhanced reliance on inter-agency task forces, international partnerships, intelligence sharing.

Technological impact:

Increased surveillance: e.g. reliance on monitoring tools, privacy concerns, expanded intelligence operations

Resource strain: e.g. demand for advanced forensic technology, cybersecurity investments, updated communication systems.

LO3 **Analyse the legal frameworks and international cooperation used in tackling serious and organised crime**

National legislation:

Crime and Courts Act 2013: powers for tackling serious crime and gang-related activities

Proceeds of Crime Act 2002: asset recovery, money laundering controls, freezing orders

Serious Crime Act 2015: offences related to organised crime participation, gang injunctions, serious crime prevention orders (SCPOs)

Terrorism Act 2000: powers for tackling organised crime groups with links to terrorist financing, freezing of assets

Modern Slavery Act 2015: powers for tackling those involved in forced labour and human trafficking, protection for victims.

International treaties and conventions:

UN Convention Against Transnational Organized Crime (UNTOC): e.g. protocols on human trafficking, migrant smuggling

European union directives: e.g. cross-border cooperation, anti-money laundering measures, asset sharing agreements

INTERPOL and Europol: e.g. intelligence sharing, joint task forces, crime-fighting support.

Judicial processes and enforcement collaboration:

Extradition treaties: e.g. extradition processes, mutual legal assistance agreements

Assets forfeiture and freezing orders: e.g. tools to dismantle financial support networks

International courts and prosecution: e.g. International Criminal Court jurisdiction, transnational investigations.

LO4 **Review a range of practical strategies used by public services to combat serious and organised crime**

Intelligence-led policing (ILP):

Data analysis: e.g. crime trend monitoring, offender profiling, hotspot identification

Surveillance operations: undercover officers, informant networks, electronic surveillance

Intelligence sharing: e.g. inter-agency databases, international cooperation, secure communication platforms.

Specialist units:

Organised crime task forces: e.g. focused units targeting specific criminal networks, gang disruption

Cybercrime divisions: e.g. hacking prevention, digital forensics, online fraud detection

Financial investigation units: e.g. tracing illicit funds, forensic accounting, anti-money laundering efforts

Human trafficking and exploitation units: e.g. victim rescue, offender apprehension, rehabilitation support.

Legislative and policy measures:

Proceeds of crime legislation: e.g. asset seizure, financial recovery from criminal enterprises, property confiscation

Enhanced sentencing: e.g. severe penalties for organised crime leaders, deterrence through punitive measures

Anti-money laundering policies: e.g. mandatory financial reporting, transaction monitoring, compliance enforcement

Extradition agreements: e.g. cross-border prosecution, international legal collaboration.

Inter-agency and international collaboration:

Joint task forces: e.g. multi-agency crime disruption, pooled resources, coordinated operations

International partnerships: e.g. collaboration with INTERPOL, Europol, United Nations Office on Drugs and Crime (UNODC)

Cross-border operations: e.g. joint investigations, shared intelligence, mutual legal assistance treaties.

Community engagement:

Public awareness campaigns: e.g. education on organised crime risks, prevention of victimisation, reporting encouragement

Community partnerships: e.g. neighbourhood watch programmes, business community involvement, local advisory groups

Support for victims: e.g. trauma counselling, relocation services, legal assistance.

Technological support:

Digital forensics: e.g. recovery and analysis of electronic evidence, dark web monitoring

Surveillance technology: e.g. drone monitoring, CCTV networks, body-worn cameras

Biometrics: e.g. facial recognition, fingerprint analysis for identifying offenders

Advanced analytics: e.g. use of big data for crime pattern detection, machine learning for threat prediction

Blockchain analysis: e.g. tracking cryptocurrency transactions in financial crimes.

Proactive enforcement tactics:

High-visibility policing: e.g. regular patrols in crime-prone areas, increased police presence

Targeted raids: e.g. operations on known criminal hubs, immediate threat neutralisation

Disruption of supply chains: e.g. interception of illegal goods, dismantling trafficking networks

Undercover operations: e.g. infiltration of criminal organisations, gathering actionable intelligence.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the nature and types of serious and organised crime and the structures that support them</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using a range of real-world examples, the social and economic impact of a range of serious and organised crime, considering their organisational structures.</td></tr>
<tr><td>P1 Identify and classify, using a range of real-world examples, the types of serious and organised crime.

P2 Explain, using a range of real-world examples, the organisational structures and networks within serious organised crime.</td><td>M1 Analyse, using a range of real-world examples, the support mechanisms that sustain a range of different types of organised crime.</td></tr>
<tr><td colspan="2">LO2 Investigate the impact of serious and organised crime on society</td></tr>
<tr><td>P3 Analyse, using a range of real-world examples, the economic, social and technological impact of serious and organised crime.

P4 Discuss, using a range of real-world examples, the political and legislative consequences of serious and organised crime.</td><td>M2 Analyse, using a range of real-world examples, a range of long-term impacts of serious and organised crime.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Analyse the legal frameworks and international cooperation used in tackling serious and organised crime		**LO3 and LO4** **D2** Evaluate, using a range of real-world examples, the effectiveness of the strategies and legislation used by public services to combat serious and organised crime.
P5 Examine, using a range of real-world examples, the national legislative frameworks that address organised crime. **P6** Discuss, using a range of real-world examples, the role of international treaties and organisations in tackling international crime.	**M3** Analyse, using a range of real-world examples, the effectiveness of national and international legislation and co-operation in tackling serious and organised crime.	
LO4 Review a range of practical strategies used by public services to combat serious and organised crime		
P7 Review, using a range of real-world examples, the range of operational and collaborative strategies used by public services in tackling serious and organised crime. **P8** Review, using a range of real-world examples, the practical application of legislative and community-based strategies that are available to public services in tackling serious and organised crime.	**M4** Analyse, using a range of real-world examples, the effectiveness of a range of strategies used by public services to combat serious and organised crime.	

Recommended Resources

Textbooks

Abadinsky, H. (2020). *Organized Crime*. 11th Ed. Boston: Cengage Learning

Campbell, L. (2013). *Organised Crime and the Law: A Comparative Analysis*. Bloomsbury Publishing.

Nicaso, A. and Danesi, M. (2021). *Organized Crime: A Cultural Introduction*. Abingdon, Oxon; New York, NY: Routledge.

Websites

nationalcrimeagency.gov.uk	National Crime Agency (General reference)
www.gov.uk/government/collections/serious-and-organised-crime-strategy	Serious and Organised Crime Strategy (Reference library)
unodc.org	United Nations Office on Drugs and Crime (General reference)

Journals and articles

Choo, KK. R., and Smith, R. G. (2008). 'Criminal Exploitation of Online Systems by Organised Crime Groups', *Asian Criminology*, 3, pp. 37–59. Available at doi: doi.org/10.1007/s11417-007-9035-y.

Le, V. (2012). 'Organised Crime Typologies: Structure, Activities and Conditions', *International Journal of Criminology and Sociology*, 1. Available at doi: doi.org/10.6000/1929-4409.2012.01.12.

Rizzuti, A. (2022). 'Organised food crime: an analysis of the involvements of organised crime groups in the food sector in England and Italy', *Crime, Law and Social Change,* 78, pp. 463–482. Available at doi: doi.org/10.1007/s10611-021-09975-w.

Sergi, A. and Storti, L. (2021). 'Shaping space. A conceptual framework on the connections between organised crime groups and territories', *Trends in Organized Crime,* 24, pp. 137–151. Available at doi: doi.org/10.1007/s12117-021-09415-0.

Journal of Crime and Justice. Available at: www.tandfonline.com/journals/rjcj20.

Links

This unit links to the following related units:

Unit 412: Crime Reduction

Unit 413: Terrorism and Counterterrorism

Unit 415: Crime and Substance Misuse

Unit 503: Justice, Punishment and Rehabilitation

Unit 505: Forensic Methods and Applications

Unit 512: International Institutions and Public Services

Unit 515: Cyber Security.

Unit 505: Forensic Methods and Applications

Unit code: A/651/4713

Unit level: 5

Credit value: 15

Introduction

Forensic science plays a pivotal role in modern criminal investigations, transforming raw evidence from crime scenes into critical data that supports the pursuit of justice. Through structured analysis and stringent processes, forensic science enables investigators to gather and interpret evidence effectively, offering essential insight that guides case developments and supports legal proceedings. This unit immerses students in the fundamental principles and advanced processes of forensic evidence handling – from collection and preservation to analysis and interpretation.

The aim of this unit is to give students a comprehensive understanding of forensic science's role in criminal investigations. They will explore evidence collection principles, including protocols such as chain of custody and contamination prevention, to appreciate the legal and ethical significance of safeguarding evidence integrity. Students will explore the use of specialised tools and techniques for crime scene investigation while assessing how these methods aid in suspect identification and scene reconstruction. Through theoretical and practical application, students will understand the intricate processes that support reliable and admissible forensic evidence.

The unit covers a range of topics critical to forensic science. Key areas include principles of evidence collection, techniques for preserving evidence types and strategies for managing a crime scene. Each topic builds on the last, emphasising the importance of meticulous evidence handling and scientifically valid methodologies in criminal investigations.

On completion of this unit, students will have gained essential skills in forensic evidence management, investigative analysis and legal protocol adherence. These skills are directly applicable to careers in forensic science, criminal investigation and public safety roles. Students will possess a solid understanding of evidence collection and forensic analysis techniques, which are critical for roles such as Crime Scene Investigator, Forensic Technician and Law Enforcement Officer.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the principles and processes of forensic evidence collection

LO2 Assess the application of forensic tools and techniques in crime scene investigation

LO3 Evaluate the impact of forensic evidence on legal proceedings and case outcomes

LO4 Apply forensic methodologies to a given virtual crime scene investigation.

Essential Content

LO1 **Analyse the principles and processes of forensic evidence collection**

Principles of evidence collection:

Chain of custody: documentation: e.g. date and time logging, personnel involved, unaltered evidence

Transfer protocols, including safe transfer of evidence without tampering

Legal admissibility to court standards.

Evidence types:

Biological: e.g. blood, hair, saliva, skin, sweat, semen samples

Physical: e.g. weapons, clothing

Digital: e.g. emails, texts, messaging, end-to-end encryption, GPS data, hard drive contents, internet search history, online chats, social media interactions (e.g. likes, shares, posts, comments, followers, following, group memberships)

Chemical: e.g. drugs, explosives, residue.

Preservation methods:

Contamination prevention: e.g. gloves and masks in evidence collection, collection of samples in sterile environment, separate bag usage for prevention of sample cross-contamination, use of disposable instruments, waste disposal

Storage protocols: e.g. biological sample refrigeration (e.g. -4°, -20°, -80°), paper containers including packets, envelopes and bags, secure storage, authorised personnel access, clean rooms.

Processes of crime scene management:

Scene securing: perimeter setting, access control to authorised personnel, personnel logging in and out of scene

Search patterns: e.g. strip method, wheel method, spiral method, zone method, grid method, line method

Documentation techniques: photography, sketching (e.g. layout of the crime scene, floor plan, annotated evidence locations), notes (e.g. condition and location of evidence), digital logging in forensic database

Evidence identification and labelling: tagging (e.g. barcodes, evidence tags), packaging, cataloguing (e.g. systematic organisation of evidence for easy retrieval), retrieval, evidence log with detailed descriptions

Transfer management: controlled environment transfer, evidence transfer under documented conditions, lab transfer, periodic audit trails.

LO2 **Assess the application of forensic tools and techniques in crime scene investigation**

Forensic analysis techniques:

Fingerprint analysis: classification, automated identification systems (AFIS)

DNA profiling: e.g. extraction, PCR amplification, DNA analysis including capillary gel, fluorescent tagging, next generation sequencing (NGS) interpretation of profiles, Combined DNA Index System (CODIS), database

Ballistics examination: trajectory analysis, firearm identification, residue tests

Handwriting and document analysis: verification of authenticity of document handwriting, including analysis of letter formations, slant, pressure patterns

Eyewitness testimonies and line-ups: reliability and potential biases in eyewitness identification, psychology factors, e.g. attention, perception, stress, personal relevance, motivation, decay theory, rehearsal and reconstruction, misinformation effect, memory recall techniques, source misattribution, flashbulb memory.

Biometric identification techniques:

Facial recognition, iris and retinal scanning, voice recognition.

Crime scene reconstruction:

Blood spatter analysis: e.g. angle determination, point of origin, velocity classification

Scene modelling: e.g. 3D reconstruction software, mapping, spatial analysis

Suspect profiling: e.g. forensic psychology, behavioural analysis, criminal profiling.

Digital tools and surveillance:

CCTV and video analysis: e.g. suspect tracking and identification, events timeline

Mobile device forensics: e.g. call logs, messages, location data, movement reconstruction, movement associations

Social media and online footprint analysis: e.g. behavioural profile building, digital footprint tracing

Geolocation and GPS tracking: e.g. waypoints, tracks, routes, geotags, location history, timestamps.

Laboratory analysis methods:

Toxicology: e.g. drugs, poisons, alcohol identification in biological samples

Trace evidence examination: e.g. hair, fibre analysis, paint, glass

Forensic chemistry: e.g. unknown substances identification, explosives, accelerants.

LO3 **Evaluate the impact of forensic evidence on legal proceedings and case outcomes**

Admissibility and influence of forensic evidence:

Rules of evidence: standards for the admissibility of forensic evidence, including relevance, reliability, Daubert standard, Frye standard

Jury perception and influence: psychological impact of forensic evidence on juries, including the 'CSI effect'

Forensic evidence in appeals: forensic analysis re-evaluation for accuracy, convictions overturn.

Reliability and error rates in forensic methods:

False positives and negatives: error potential in forensic analysis: e.g. DNA and fingerprint analysis, impact of error rates on case outcomes

Validation of methods: standardisation of methods, validation studies for forensic evidence reliability

Bias and subjectivity: blind testing, including sample analysis without prior knowledge of suspects. Verification protocols, including result confirmation through independent tests. Types of bias, e.g. confirmation bias, diagnostic momentum, allegiance bias, hindsight bias, cognitive bias in expert interpretations

Safeguards for minimisation of subjectivity: e.g. dual tool verification, metadata examination, cross-checking findings, hash calculation.

Legal and ethical considerations:

Privacy and civil liberties: e.g. ethical issues in DNA collection, biometric data, consent, right to privacy

Ethical standards: e.g. informed consent, confidentiality, conflict of interest

Chain of custody and evidence integrity: ethical handling and documentation of evidence for tampering prevention

Expert witnesses and testimony: role of forensic experts in court, including the ethical responsibility to present unbiased and accurate information

ISO standards for forensic science: e.g. ISO 17020, ISO 17025

Legal considerations: e.g., Forensic Science Regulator Act 2021, compliance with statutory Codes of Practice; GPDR UK.

LO4 **Apply forensic methodologies to a given virtual crime scene investigation**

Application of forensic science on crime scene:

Preliminary assessment of crime scene

Case documentation: compilation of evidence records, analysis of inconsistencies

Multi-disciplinary approaches: integration of forensic, legal and investigative insights

Review of forensic evidence use: effectiveness, limitations, potential improvements

Evaluation of evidence strength: assessment of forensic evidence, relative weight and reliability within a case.

Data interpretation and reporting:

Statistical analysis: probability, significance in DNA and chemical analysis

Report writing, including introduction, methodology, findings, analysis, conclusions

Clear, concise presentation of findings, courtroom standards, e.g. forensic findings presentation in a legal setting, juror perception of forensic evidence

Cross-examination preparation: preparation for questioning on forensic findings.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the principles and processes of forensic evidence collection</td><td rowspan="4">LO1 and LO2

D1 Evaluate how careful evidence collection methods support the effective application of forensic tools, techniques and methodologies in the analysis of a crime scene investigation.</td></tr>
<tr><td>P1 Explain the key principles of forensic evidence collection.

P2 Describe different types of forensic evidence and their preservation methods.</td><td>M1 Assess the importance of crime scene management when collecting different types of forensic evidence.</td></tr>
<tr><td colspan="2">LO2 Assess the application of forensic tools and techniques in crime scene investigation</td></tr>
<tr><td>P3 Describe key forensic techniques used in crime scene investigation.

P4 Discuss the application of digital tools and laboratory methods in suspect identification.</td><td>M2 Analyse the effectiveness of forensic tools, techniques and methods in establishing crime scene narratives.</td></tr>
<tr><td colspan="2">LO3 Evaluate the impact of forensic evidence on legal proceedings and case outcomes</td><td rowspan="4">LO3 and LO4

D2 Evaluate the effectiveness of the forensic evidence gathered at the virtual crime scene and its influence on legal proceedings.</td></tr>
<tr><td>P5 Explain the criteria for the admissibility of forensic evidence.

P6 Discuss how forensic evidence reliability influences case outcomes.</td><td>M3 Analyse the impact of forensic evidence on legal proceedings in relation to legal and ethical considerations.</td></tr>
<tr><td colspan="2">LO4 Apply forensic methodologies to a given virtual crime scene investigation</td></tr>
<tr><td>P7 Conduct a preliminary assessment of a virtual crime scene, including recommendations for evidence documentation and scene securing.

P8 Demonstrate the use of forensic analysis methods in a virtual crime scene, including data interpretation and report preparation.</td><td>M4 Assess the accuracy and reliability of forensic findings within the virtual crime scene, providing a clear justification for each method used.</td></tr>
</table>

Recommended Resources

Textbooks

Fisher, Barry A. J, and Fisher D. (2022). *Techniques of Crime Scene Investigation.* 9th Ed. Boca Raton, Florida: CRC Press.

Girard, J. E., (2021). *Criminalistics: Forensic Science, Crime, and Terrorism.* Massachusetts: Jones & Bartlett Learning.

Rawtani, D. and Hussain, C. M. (eds) (2023). *Modern Forensic Tools and Devices: Trends in Criminal Investigation.* New Jersey: John Wiley & Sons.

Websites

assets.publishing.service.gov.uk/media/5a7ad567e5274a34770e76f6/hoor4305.pdf	The use of forensic science in volume crime investigations: a review of the research literature (Report)
publications.parliament.uk/pa/ld201719/ldselect/ldsctech/333/333.pdf	Forensic science and the criminal justice system: a blueprint for change (General reference)
www.universalclass.com/articles/law/processing-a-crime-scene.htm	Processing a Crime Scene (Article)

Journals and articles

Bukyya, J. L., et al. (2021). 'DNA Profiling in Forensic Science: A Review', *Global Medical Genetics*, 8(04), pp. 135–143. Available at doi: doi.org/10.1055/s-0041-1728689.

Kunkler, K. S. and Roy, T. (2023). 'Reducing the impact of cognitive bias in decision making: Practical actions for forensic science practitioners', *Forensic Science International: Synergy*, 7. Available at doi: doi.org/10.1016/j.fsisyn.2023.100341.

Tully, G. et al. (2020). 'Quality standards for digital forensics: Learning from experience in England & Wales', *Forensic Science International: Digital Investigation*, 32. Available at doi: doi.org/10.1016/j.fsidi.2020.200905.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 406: Theories of Crime

Unit 415: Crime and Substance Misuse

Unit 420: Technology in Public Services

Unit 504: Serious and Organised Crime

Unit 515: Cyber Security.

Unit 506: Critical Infrastructure Protection

Unit code	**D/651/4714**
Unit level	**5**
Credit value	**15**

Introduction

Understanding and protecting critical infrastructure is vital for ensuring public safety, social order and for fulfilling key government responsibilities. Critical infrastructures include assets where their disruption could have severe implications for society, encompassing educational buildings, medical institutions, transportation hubs, energy networks and communication systems. By recognising the diversity and complexity of these infrastructures, this unit aims to explore the various types of infrastructure and the significant roles of organisations tasked with their protection. With increasing threats from natural, manmade and cyber sources, safeguarding critical infrastructure has never been more crucial.

The primary aim of this unit is to give students a comprehensive understanding of critical infrastructure and the approaches required for its protection. Students will explore the nature of critical infrastructure, the organisations involved in its safeguarding and the range of contemporary threats it faces. By examining emergency planning methods and evaluating command and control procedures, students will gain insight into the strategies and operational frameworks essential for mitigating risks and responding effectively to incidents involving critical infrastructure.

On completion of this unit, students will have developed a robust set of analytical, planning and evaluative skills related to critical infrastructure protection. They will be able to assess various types of infrastructure, identify and analyse potential threats, and understand the collaborative efforts required for effective emergency planning and response. These skills are directly applicable to a range of career opportunities in emergency services, national and local government agencies, intelligence, security services and organisations dedicated to infrastructure protection and disaster management.

Learning Outcomes

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

LO1 Analyse the types of critical infrastructure and the organisations involved in their protection

LO2 Discuss a range of threats to critical infrastructure

LO3 Analyse the emergency planning methods for critical infrastructure protection

LO4 Evaluate command and control procedures in the management of critical infrastructure scenarios.

Essential Content

LO1 Analyse the types of critical infrastructure and the organisations involved in their protection

Critical infrastructure:

Physical or intangible assets where destruction or disruption would seriously undermine public safety, social order and the fulfilment of key government responsibilities.

Examples of critical infrastructures:

Educational building: e.g. schools, colleges, universities

Medical institutions: e.g. hospitals, GP practices, pharmacies

Spectator venues: e.g. sporting stadiums, concert arena, theatres, cinemas

Retail hubs and night-time economy: e.g. nightclubs, bars, shopping malls/centres, department stores

Transportation hubs and networks: e.g. trains, buses, ports, airports, road and motorway systems

Energy infrastructure: e.g. oil, gas, electricity or nuclear stations

Communications and data infrastructure: e.g. 4G/5G, internet, cell phone, landline, data centres and server farms, AI hubs

Water and wastewater systems, financial services sector, chemical sector, food and agriculture sector.

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 Discuss a range of threats to critical infrastructure

Natural threats:

Climate change effects, including floods, drought, severe weather, e.g. storms, blizzards, tornadoes, hurricanes

Non-climate change effects: e.g. earthquakes, tsunamis, volcanoes.

Manmade threats:

Terrorist activities: e.g. plane/rail crash, hostage situations, sabotage, espionage

Cyber attacks: e.g. hacking, ransomware, denial of service, cyber terrorism

Human error.

National consequences:

Loss of basic services: e.g. power, heating, lighting, food, water, medicine

Social unrest: e.g. price gouging, profiteering, looting.

LO3 **Analyse the emergency planning methods for critical infrastructure protection**

Role of different organisations in critical infrastructure protection:

Identification of major threats and risk assessment

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.

LO4 **Evaluate command and control procedures in the management of critical infrastructure scenarios**

How different incidents are commanded and controlled:

Incident types: natural, manmade

Levels of response – command structure.

Considerations for emergency planning:

Types of incident, location of incident (access and egress), hazards associated with incident, casualties, 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 and control:

Management of information, points of contact, communication of information, sources of information, validity of information.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the types of critical infrastructure and the organisations involved in their protection</td><td rowspan="4">LO1 and LO2

D1 Critically evaluate the effectiveness of critical infrastructure protection provided by a protective service.</td></tr>
<tr><td>P1 Discuss the different types of critical infrastructure at a national level.

P2 Review a range of protective services involved in protecting critical infrastructure.</td><td>M1 Analyse the different methods used to protect different types of critical infrastructure.</td></tr>
<tr><td colspan="2">LO2 Discuss a range of threats to critical infrastructure</td></tr>
<tr><td>P3 Review the contemporary threats facing critical infrastructure.

P4 Discuss the national and international consequences of such threats.</td><td>M2 Assess the impact of contemporary threats on a range of critical infrastructure</td></tr>
<tr><td colspan="2">LO3 Analyse the emergency planning methods for critical infrastructure protection</td><td rowspan="3">D2 Critically evaluate the effectiveness of emergency planning methods used by protective services in a specific protective service.</td></tr>
<tr><td>P5 Review the emergency planning methods used for critical infrastructure protection using a range of examples.

P6 Discuss inter-agency working relationships involved in critical infrastructure protection.</td><td>M3 Analyse the effectiveness of planning systems used by protective services using a range of examples.</td></tr>
<tr><td colspan="2">LO4 Evaluate command and control procedures in the management of critical infrastructure scenarios</td></tr>
<tr><td>P7 Review the range of command and control procedures available to the protective services.

P8 Identify effective command and control procedures for a given critical infrastructure scenario.</td><td>M4 Justify the command and control methods selected for a given critical infrastructure scenario.</td><td>D3 Critically evaluate the use of command control in critical infrastructure protection and the impact on protective services for the given scenario.</td></tr>
</table>

Recommended Resources

Textbooks

Alison, L. J. and Crego, J. (2008). *Policing Critical Incidents: Leadership and Critical Incident Management*. Devon: Willan.

Johnson, T. A. (2015). *Cyber Security: Protecting Critical Infrastructures from Cyber Attack and Cyber Warfare.* Boca Raton: CRC Press.

Pesch-Cronin, K. A. and Marion, N. E. (2024). *Critical Infrastructure Protection, Risk Management, and Resilience*. 2nd Ed. Abingdon, Oxon; New York, NY: Routledge.

Radvanovsky, R. and McDougall, A. (2012). *Critical Infrastructure: Homeland Security and Emergency Preparedness*. Boca Raton, Florida: CRC Press.

Richards, J. (2012). *A Guide to National Security: Threats, Responses, and Strategies.* Oxford: Oxford University Press.

Sinan Küfeoğlu and Abdullah Talip Akgün (2023). *Cyber Resilience in Critical Infrastructure.* Boca Raton, Florida: CRC Press.

Staggs, J. and Shenoi, S. (2022). *Critical Infrastructure Protection XVI*. Cham, Switzerland: Springer Nature.

Wu, Z., Lu, X. and Noori, M. (2020). *Resilience of Critical Infrastructure Systems: Emerging Developments and Future Challenges*. Boca Raton, Florida: CRC Press.

Websites

cipre-expo.com	Critical Infrastructure Protection and Resilience Europe (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)
Critical National Infrastructure (CNI) - NCSC.GOV.UK	National Cyber Security Centre Critical National Infrastructure (CNI) (General reference)

Critical National Infrastructure | NPSA	National Protective Security Authority Critical National Infrastructure (General reference)
Adapting to Evolving Threats: A Summary of Critical 5 Approaches to Critical Infrastructure Security and Resilience (HTML) - GOV.UK	Adapting to Evolving Threats: A Summary of Critical 5 Approaches to Critical Infrastructure Security and Resilience (General reference)
Securing critical national infrastructure: an introduction to UK capability - GOV.UK	Securing critical national infrastructure: an introduction to UK capability (General reference)

Journals and articles

Besenyő, J. and Fehér, A. (2020). Critical Infrastructure Protection (CIP) as New Soft Targets: Private Security vs Common Security. *Journal of Security and Sustainability Issues*, 10(1), pp .5–18. Available at doi: www.researchgate.net/publication/344467597_CRITICAL_INFRASTRUCTURE_PROTECTION_CIP_AS_NEW_SOFT_TARGETS_PRIVATE_SECURITY_VS_COMMON_SECURITY.

Eronen, J., et al. (2023). *Critical Infrastructure Protection*. Available at: www.doria.fi/handle/10024/187075.

Lackoff, A. and Collier, S. J. (2020). 'The vulnerability of vital systems: how 'critical infrastructure' became a security problem', In *Securing 'the Homeland* ', pp. 17–39. Abingdon, Oxon; New York, NY: Routledge. Available at: www.taylorfrancis.com/chapters/edit/10.4324/9780203926529-2/vulnerability-vital-systems-collier-stephen-lackoff-andrew.

Kshetri, N. (2005). 'Pattern of global cyber war and crime: A conceptual framework', *Journal of International Management*, 11(4), pp. 541–562. Available at doi: doi.org/10.1016/j.intman.2005.09.009.

Sarker, I. H. (2024). 'AI for Critical Infrastructure Protection and Resilience', *AI-Driven Cybersecurity and Threat Intelligence*, pp. 153–172, Cham, Switzerland: Springer Nature. Available at doi: doi.org/10.1007/978-3-031-54497-2_9.

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 409: On-scene Emergency Response

Unit 413: Terrorism and Counterterrorism

Unit 507: Emergency Services Collaboration

Unit 515: Cyber Security.

Unit 507: Emergency Services Collaboration

Unit code	**F/651/4715**
Unit level	**5**
Credit value	**15**

Introduction

Emergency services collaboration is a critical aspect of contemporary emergency management, ensuring a united response to complex incidents. From natural disasters to large-scale public safety threats, the integration of police, fire and ambulance services facilitates a coordinated approach which optimises resource utilisation and enhances public safety. This unit emphasises the necessity of seamless collaboration between these services to improve efficiency, reduce response times and provide comprehensive support during emergencies.

The aim of this unit is to give students a thorough understanding of the principles and practices underpinning emergency services collaboration. Through an exploration of historical challenges, the evolution of collaborative strategies is highlighted along with their impact on modern emergency management. Students will gain insight into how the emergency services cooperate and examine how their combined efforts lead to more effective incident management and public reassurance.

Students will explore key topics such as the rationale behind emergency services collaboration, the dynamics of multi-agency response at incident scenes and the development of strategic response plans. Students will also explore the challenges and benefits associated with inter-agency cooperation and assess real-world examples to understand best practices in emergency collaboration. Essential content includes scenario analysis, resource allocation, communication protocols and post-incident evaluations, ensuring a well-rounded comprehension of collaborative operations.

On successful completion of this unit, students will have developed critical skills in strategic planning, risk assessment and inter-agency coordination. These competencies are directly applicable to roles such as Emergency Planner, Incident Commander and Public Safety Coordinator. The unit also prepares students for positions in local authorities, fire and rescue services, and healthcare emergency management, offering a strong foundation for careers that require adept handling of multi-agency emergency responses.

Learning Outcomes

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

LO1 Explore the rationale and evolution of emergency services collaboration

LO2 Discuss the benefits and challenges that can occur when emergency services collaborate at the scene of an incident

LO3 Develop a comprehensive multi-agency collaborative response plan for a given emergency scenario

LO4 Review the multi-agency collaborative response plan with a range of relevant stakeholders.

Essential Content

LO1 Explore the rationale and evolution of emergency services collaboration

Emerging need for collaboration:

Increased complexity of incidents: rise in multi-faceted emergencies requiring diverse expertise (e.g. terrorism, natural disasters)

Global best practices: adoption of international models emphasising joint planning, communication and operational integration

Policy and legislative pressures: introduction of frameworks, such as the Civil Contingencies Act 2004, mandating multi-agency cooperation

Case studies highlighting failures.

Rationale for collaboration:

Practicalities: shared areas/boundaries of delivery, service headquarters often located near others, collaboration can improve outcomes, demand for services is historically low

Effectiveness: drive for efficiency, increased effectiveness, greater resilience

Reforms: key pillar of expansive emergency services reform, fire service reform required, improve accountability and transparency, workforce reform.

Recommendations from reports:

Knight Review 2012

Accountability arrangements, shared governance, increased role of Police and Crime Commissioners (PCCs)

All-Party Parliamentary Group on Homeland Security report 2013

Recommendations for improving efficiency, interoperability and resilience of emergency services

Home Affairs Select Committee 2016

Lessons to be learned from success of PCCs in benefiting public accountability and clarity of leadership.

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 **Discuss the benefits and challenges that can occur when emergency services collaborate at the scene of an incident**

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; barriers and problems, real-world examples.

Benefits of collaboration:

Enhanced efficiency: e.g. streamlined processes, reduced duplication, optimised resource use

Improved response time: e.g. faster decision making, quicker deployment of resources

Holistic incident management: comprehensive response addressing all aspects of an emergency

Increased public confidence: e.g. visible multi-agency cooperation, reassurance of community safety

Knowledge sharing: e.g. exchange of expertise, best practices, and innovative solutions

Resource pooling: e.g. access to a wider range of equipment, specialised units, technology

Resilience building: e.g. strengthened capacity to manage future emergencies, adaptive frameworks

Technological integration: unified communication platforms (e.g. shared radio networks), real-time data exchange, incident management tools (e.g. common operational pictures, resource tracking systems)

Cyber threats: reduced potential for data breaches, cybersecurity protocols, encrypted communication

Legal and ethical considerations: data sharing and privacy (e.g. secure information exchange, adherence to GDPR), accountability (e.g. defining responsibilities, post-incident evaluations, transparency).

Challenges of collaboration:

Resource allocation: e.g. limited availability, prioritisation of critical incidents, logistical hurdles, location of resources, time to arrival

Communication barriers: e.g. differing systems, miscommunication risks, interoperability gaps, different communication styles

Role clarity: e.g. overlapping responsibilities, chain of command conflicts, decision-making delays

Scalability issues: e.g. adapting response frameworks for large-scale incidents, resource strain

Incident evolution: change of roles: e.g. scene commander, operational control, reluctance to yield command, resource allocation, operational confusion

Ethical dilemmas: e.g. resource distribution, prioritisation of life-saving efforts, bias prevention.

Metrics for successful collaboration:

Communication: e.g. strong open and honest relationships between chiefs, agreement of a strategic vision, open, consistent communication with staff, skilled and motivated programme managers

Political: e.g. agreement not to seek profit from one another, willingness to abandon project if politics or operational needs do not align, common purpose, strong insistence on a whole system approach, shared power, use service user's perspective to stimulate change.

LO3 **Develop a comprehensive multi-agency collaborative response plan for a given emergency scenario.**

Scenario assessment:

Hazard identification: type of emergency, geographical impact, affected populations

Risk analysis: e.g. likelihood of escalation, vulnerabilities, potential casualties

Resource inventory: e.g. available personnel, equipment, technological tools, funding availability

Environmental considerations: e.g. weather conditions, terrain challenges, urban or rural context.

Strategic framework:

Joint command structure: e.g. gold, silver, bronze command roles, chain of command

Operational priorities: e.g. life preservation, public safety, incident containment

Resource deployment: e.g. allocation of assets, equipment distribution, team assignments

Dynamic response adjustments: e.g. real-time decision making, adaptive strategies, secondary plans.

Communication protocols:

Information flow: e.g. real-time updates, inter-agency notifications, public advisories

Technology utilisation: e.g. mobile command centres, integrated systems, geospatial mapping

Contingency planning: e.g. backup systems, alternative communication routes, redundant networks.

Documentation and compliance:

Incident logs: e.g. resource tracking, activity summaries, decision records

Compliance with regulations: e.g. adherence to Civil Contingencies Act, local policies

Post-incident reporting: e.g. structured reviews, lessons learned, procedural documentation.

LO4 **Review the multi-agency collaborative response plan with a range of relevant stakeholders**

Stakeholder identification:

Core emergency services: police, fire and rescue, ambulance services

Supporting agencies: e.g. local councils, health authorities, voluntary organisations.

Community representatives: e.g. local leaders, public feedback groups, affected populations

Private sector partners: e.g. utilities, transportation companies, technology firms.

Evaluation objectives:

Effectiveness metrics: e.g. response times, casualty management, resource utilisation

Stakeholder feedback: e.g. performance reviews, public consultation sessions, survey responses

Operational gaps: e.g. identified weaknesses, areas for improvement, procedural lapses.

Recommendations for improvement:

Policy revisions: e.g. updated guidelines, enhanced protocols, legislative alignment

Training enhancements: e.g. scenario-based exercises, joint skill-building sessions

Technological upgrades: e.g. improved communication systems, advanced data-sharing tools.

Implementation monitoring:

Progress tracking: e.g. milestone achievements, periodic reviews, performance reports

Continuous improvement: e.g. iterative updates, real-time adaptations, best practice incorporation

Accountability frameworks: e.g. regular audits, transparency mechanisms, stakeholder engagement.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the rationale and evolution of emergency services collaboration</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using a range of real-world examples, the effectiveness of collaboration between the emergency services at the scene of an incident in the context of the historical rationale for closer collaboration.</td></tr>
<tr><td>P1 Discuss, using a range of real-world examples, the rationale behind the need for greater emergency services collaboration.

P2 Review, using a range of real-world examples, the recommendations, programmes and funds that led to the start of increased collaboration between the emergency services.</td><td>M1 Analyse, using a range of real-world examples, the reasons behind the rationale and evolution of collaboration between the emergency services.</td></tr>
<tr><td colspan="2">LO2 Discuss the benefits and challenges that can occur when emergency services collaborate at the scene of an incident</td></tr>
<tr><td>P3 Discuss, using a range of real-world examples, the benefits that can occur when emergency services collaborate at the scene of an incident.

P4 Discuss, using a range of real-world examples, the challenges that can occur when emergency services collaborate at the scene of an incident.</td><td>M2 Analyse, using a range of real-world examples, the effectiveness of collaboration between the emergency services at the scene of an incident.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Develop a comprehensive multi-agency collaborative response plan for a given emergency scenario		**LO3 and LO4** **D2** Evaluate, using your own analysis and the feedback obtained, the effectiveness of a multi-agency collaborative response plan, making recommendations for the future.
P5 Develop a comprehensive multi-agency collaborative response plan for a given emergency scenario.	**M3** Analyse the effectiveness of the multi-agency collaborative response plan developed for a given emergency scenario.	
LO4 Review the multi-agency collaborative response plan with a range of relevant stakeholders		
P6 Present the developed multi-agency collaborative response plan to a target audience of key stakeholders and obtain relevant feedback. **P7** Review the feedback obtained about the developed multi-agency response plan to identify strengths, weaknesses and areas for improvement.	**M4** Justify, using the feedback obtained, the choices made in the development of a multi-agency collaborative response plan, making refinements and improvements where necessary.	

Recommended Resources

Textbooks

Morris, J. C. and Miller-Stevens, K. (2015). *Advancing Collaboration Theory*. Abingdon, Oxon; New York, NY: Routledge.

Wankhade, P. and Patnaik, S. (2019). *Collaboration and Governance in the Emergency Services: Issues, Opportunities and Challenges*. London: Palgrave Pivot.

Websites

www.insidegovernment.co.uk	Inside Government (General reference)
www.publicservicetransformation.org	Public Service Transformation Academy (General reference)
www.gov.uk/government/consultations/enabling-closer-working-between-the-emergency-services	Enabling closer working between the emergency services (General reference)
henryjacksonsociety.org/wp-content/uploads/2013/06/Blue-light-Report_LR.pdf	Improving Efficiency, Interoperability and Resilience of our Blue Light Services (Report)
www.apccs.police.uk/media/1322/emergency-services-collaboration-2014.pdf	Emergency Services Collaboration: The Current Picture (An overview of collaboration in England and Wales) (Report)

Journals and articles

Charman, S. (2013). 'Blue light communities: cultural interoperability and shared learning between ambulance staff and police officers in emergency response', *Policing and Society*, 24(1), pp. 102–119. Available at doi: doi.org/10.1080/10439463.2013.784306.

Kane, E. (2017). 'Collaboration in the Emergency Services', *Fire and Rescue Services,* pp. 77–91. Available at doi: doi.org/10.1007/978-3-319-62155-5_6.

Kapucu, N., Arslan, T. and Demiroz, F. (2010). 'Collaborative emergency management and national emergency management network', *Disaster Prevention and Management: An International Journal,* 19(4), pp. 452–468. Available at doi: doi.org/10.1108/09653561011070376.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 409: On-scene Emergency Response.

Unit 508: Rescue Operations

Unit code: L/651/4719

Unit level: 4

Credit value: 15

Introduction

Rescue operations are critical interventions aimed at saving lives and minimising harm during emergencies. These operations demand specialised skills and coordinated efforts to function effectively in challenging environments such as mountains, fells, at sea and underground. Students will examine the duties, responsibilities and skills required by specialist rescue teams, focusing on risk assessment, preventative actions, rescue planning and compliance with safety regulations. They will learn how rescue operations are executed efficiently while operating within the boundaries of current legislation and organisational policies and procedures.

The primary aim of this unit is to give students a comprehensive understanding of rescue operations. Students will explore the role of a specialist rescue operative, their tasks and their responsibilities in various environments. Students will examine how rescues are conducted, why risk assessments are carried out and explore training in safe operating procedures. Students will also explore how rescue teams operate in challenging environments, using the knowledge and skills learned after undertaking training to operate within legal frameworks and respond effectively when they occur.

This unit encompasses essential topics crucial for undertaking rescue operations. Key areas of focus include understanding rescue environments, legislative frameworks, equipment and procedures for rescue, and developing training protocols. The unit is structured to expose students to the skills required to perform and oversee effective rescue operations.

On successful completion of this unit, students will develop critical skills in rescue operations, risk assessment, equipment handling and training. These skills are vital for roles such as Specialist Rescue Operative, Safety Inspector, Emergency Response Trainers and Health and Safety Officer. Students will also have acquired knowledge about how emergencies are managed in various sectors, including utilities, mining and industrial settings.

Learning Outcomes

By the end of this unit, a student will be able to:

LO1 Explore the duties and responsibilities of specialist rescue operatives in a range of rescue environments

LO2 Discuss the legislative framework and safety standards used in a range of rescue operations

LO3 Review the equipment and procedures used in a range of rescue operations

LO4 Develop a rescue plan for an identified rescue scenario.

Essential Content

LO1 Explore the duties and responsibilities of specialist rescue operatives in a range of rescue environments

Rescue environments:

Confined spaces, fire, maritime, tunnelling and mining, working at height, environment considerations, risks, special challenges, real-world examples (e.g. Thai Cave Rescue, Deepwater Horizon Rescue, Chile Mine Rescue, Andrea Doria Rescue).

Rescue operatives:

Operations coordinator: assessment and planning, risk evaluation, e.g. hazard identification and situational analysis, prepare mission briefing, identification of objectives, resource allocation, scenario mapping for terrain understanding, identification and allocation of roles and personnel

Incident commander: on-scene risk assessment, e.g. hazard analysis and assessment

Safety officer: safety protocols including PPE compliance, hazard control, risk monitoring, equipment monitoring, environmental monitoring, e.g. dynamic assessment, safety adjustments, protective measures

Second in command: operational support including role delegation, information relay, contingency management, communication liaison, e.g. internal team updates, cross-service coordination

Team medic: casualty assessment including injury evaluation, on-site medical care, triage prioritisation; resource allocation, e.g. medical supply management, first aid readiness

Logistics officer: resource distribution, e.g. equipment availability, supply chain management, inventory control

Emergency response support: transport coordination, equipment staging, readiness assessment

Rescue team members: perform rescues (e.g. immediate life-saving actions, efficient execution under pressure, execute rescue plans), report progress, train others (e.g. education on rescue procedures, incident prevention focus), conduct inspections (e.g. own equipment checks, other team member equipment, safety assurance)

Environment scanning, threat identification, mission control (e.g. objective setting, team coordination, command structure), situational awareness (e.g. real-time updates, adaptive planning, rapid decision making).

LO2 **Discuss the legislative framework and safety standards used in a range of rescue operations**

Legislation and standards:

A range of legislation and standards, e.g.

General legislation: e.g. Health and Safety at Work etc. Act 1974 including the employer/employee obligations, general safety duties, The Provision and Use of Work Equipment Regulations 1998 (PUWER), Corporate Manslaughter and Corporate Homicide Act 2007, Management of Health and Safety at Work Regulations 1999, Personal Protective Equipment at Work Regulations 1992, Control of Substances Hazardous to Health Regulations (COSHH) 2002, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995, Misuse of Drugs Regulations 2001

Fire safety legislation: Fire and Rescue Services Act 2004, The Fire Safety (England) Regulations 2022, The Regulatory Reform (Fire Safety) Order 2005

Tunnelling and mining safety legislation: e.g. The Mines Regulations 2014, Dangerous Substances and Explosive Atmospheres Regulations 2002, Confined Spaces Regulations 1997, Mines and Quarries Act 1954, The Fire Precautions (Sub-surface Railway Stations) England Regulations 2009, The Road Tunnel Safety Regulations 2007

Confined spaces: Confined Spaces Regulations 1997

Maritime: Marine Safety Act 2003, International Convention for the Safety of Life at Sea, 1974

Working at height safety legislation: The Work at Height Regulations 2005.

Risk management and compliance:

Conduct Risk Assessments: e.g. hazard evaluation, risk management planning

Comply with legislation: e.g. adherence to laws, policies, safety standards

Compliance with ISO, OSHA, NFPA, IMO and WHO standards for various rescue scenarios.

LO3 **Review the equipment and procedures used in a range of rescue operations**

General rescue equipment:

Standard personal protective equipment (PPE) including helmets, gloves, and safety boots, specialised PPE, e.g. respiratory apparatus, heat-resistant suits, high-visibility clothing, head protection, hand safety, fire resistance, foot protection, respiratory gear, thermal protection, visibility enhancement

Medical and casualty handling equipment: including trauma kits, spinal boards, AEDs, oxygen masks and tanks, transport stretchers for casualty care and safe evacuation, medical equipment, e.g. medicines (antibiotics, painkillers), insulin, adrenaline, EpiPens) surgery kits, defibrillators

Communication and tracking devices: two-way radios, GPS, locator beacons, drones for aerial surveillance, portable lighting systems emergency signals, illumination, satellite phones, batteries.

Specialist rescue equipment:

Ropes and rigging systems: key equipment including high-tensile ropes, full-body harnesses, belays, pulleys and winches for lifting, descent control, secure anchoring systems for complex environments, dynamic ropes, secure harness, belay support, descent control

Water and marine rescue equipment: life jackets, inflatable boats, motorised rafts, wetsuits, oxygen tanks, reach tool, floatation support, watercraft, diving suits, oxygen supply, recovery tools, underwater cutting tools

Confined space and structural collapse tools: including toxic gas detectors, hydraulic jacks, cutting torches, portable fans to manage air quality, structural stability, safe entry in confined or collapsed spaces, gas detection, structural stability, breaching, ventilation

Rescue vehicles and transport systems: ambulances, fire trucks, helicopters, ATVs, high-speed watercraft, air rescue, off-road vehicles.

Safety and monitoring procedures:

Equipment inspection, adherence to Standard Operating Procedures (SOPs), decontamination protocols, post-operation reviews, maintenance of safety standards and operational readiness, hygiene, continuous improvement, procedures for use of equipment (general, specific).

LO4 **Develop a rescue plan for an identified rescue scenario**

Situation assessment and initial planning:

Mission goals, risk identification through hazard assessment, incident scope analysis, objective setting, definition of the rescue's initial focus, stakeholder coordination with agencies, emergency services and local authorities, operation timelines, contingency planning, failsafe protocols.

Resource allocation and equipment preparation:

Team identification, role allocation, gear inventory, logistics, communication tools.

Risk management and safety protocols:

PPE standards, safety zones, medical support, evacuation routes.

Action plan and rescue techniques:

Entry points, extraction, task distribution, alternative routes, rescue techniques for extraction and casualty handling, implementation of contingency, failsafe operations.

Communication and coordination protocols:

Chain of command, real-time updates, inter-agency coordination, public liaison, immediate post-rescue debriefing.

Casualty and resource management:

Efficient triage, transport, resource monitoring, inventory management, supply tracking, patient monitoring, medical handoff.

Post-operation review and debriefing:

Post-rescue feedback collection, performance review, stakeholder feedback, legislative assessment, mental health support for trauma, equipment restocking, operational continuity and team resilience.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the duties and responsibilities of specialist rescue operatives in a range of rescue environments</td><td rowspan="5">LO1 and LO2

D1 Evaluate the effectiveness of the roles, tasks, and responsibilities of specialist rescue operatives in a range of complex real-world rescue operations, complying with relevant legislation.</td></tr>
<tr><td>P1 Explain, with real-world examples, the different environments that rescue teams can expect to operate in.

P2 Discuss the roles and responsibilities of a range of specialist rescue operatives, with reference to real-world case studies.</td><td>M1 Analyse how the duties, tasks, and responsibilities of rescue operations integrate in real-world rescue operations.</td></tr>
<tr><td colspan="2">LO2 Discuss the legislative framework and safety standards used in a range of rescue operations</td></tr>
<tr><td>P3 Identify relevant legislation, regulations and standards applicable to a range of rescue operations.

P4 Discuss the importance of compliance with these legislative frameworks when carrying out rescue operations.</td><td>M2 Assess the impact of regulatory frameworks on the success of a range of real-world rescue operations.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Review the equipment and procedures used in a range of rescue operations		**LO3 and LO4** **D2** Evaluate the effectiveness of the developed rescue plan, considering the selected equipment, with a range of relevant stakeholders identifying strengths, weaknesses and areas for improvement.
P5 Describe the general equipment that can be used in a range of real-world rescue operations. **P6** Review the use of specialist equipment and procedures required for a range of real-world rescue operations.	**M3** Justify the choice of equipment and procedures used based on specific real-world rescue scenarios.	
LO4 Develop a rescue plan for an identified rescue scenario		
P7 Develop a comprehensive rescue plan of a rescue operation for an identified scenario. **P8** Review the implications of the developed rescue plan with a range of relevant stakeholders.	**M4** Assess the effectiveness of the developed rescue plan and make recommendations for future improvements, based on feedback.	

Recommended Resources

Textbooks

Frank, J. A. (2021). *Rope Rescue Technician Manual*, 6th Ed. California: CMC.

Hurst, I. (2007). *History and Development in the Peak District 1920s – Present Day.* Cheltenham: The History Press.

McManus, N. (1999). *Safety and Health in Confined Spaces*. Boca Raton, Florida: CRC Press.

Websites

assets.publishing.service.gov.uk/media/5a80891e40f0b62305b8bb83/mca_uksar.pdf	UKSAR Strategic Overview of Search and Rescue in the United Kingdom of Great Britain and Northern Ireland (General reference)
committees.parliament.uk/writtenevidence/21671/pdf	Mountain Rescue England and Wales – Written evidence (General reference)
commonslibrary.parliament.uk/research-briefings/cbp-8016/#:~:text=The%202004%20Act%20divides%20local%20bodies%20in%20the,and%20maintain%20plans%20for%20dealing%20with%20that%20emergency.	Dealing with civil contingencies: Emergency planning in the UK (General reference)
www.gov.uk/government/publications/mountain-rescue-teams-controlled-drugs-factsheet/mountain-rescue-teams-controlled-drugs-factsheet-accessible#team-obligations	Guidance for mountain rescue teams: controlled drugs factsheet (accessible) (General reference)
www.legislation.gov.uk/ukpga/2004/21/contents	Fire and Rescue Services Act 2004 (General reference)
www.mountain.rescue.org.uk/fact_file/fact-file-1-faqs-about-us	Mountain Rescue England and Wales (General reference)
www.mrsl.co.uk/about-us/our-heritage	Mine rescue service (General reference)

Journals and articles

Blancher, M., et al. (2018). 'Management of Multi-Casualty Incidents in Mountain Rescue: Evidence-Based Guidelines of the International Commission for Mountain Emergency Medicine (ICAR MEDCOM)', *High Altitude Medicine & Biology*, 19(2), pp. 131–140. Available at doi: doi.org/10.1089/ham.2017.0143.

Botti, L., Mora, C. and Ferrari, E. (2022). 'Design of a digital tool for the identification of confined spaces', *Journal of Loss Prevention in the Process Industries*, 76. Available at doi: doi.org/10.1016/j.jlp.2022.104731.

Goh, J. (2021). 'A literature review of medical support in cave rescue and confined space medicine – implications in urban underground space development', *IOP Conference Series: Earth and Environmental Science*, 703(1). Available at doi: doi.org/10.1088/1755-1315/703/1/012042.

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 409: On-scene Emergency Response

Unit 410: Community Engagement

Unit 506: Critical Infrastructure Protection

Unit 507: Emergency Services Collaboration.

Unit 509: Community Policing and Antisocial Behaviour

Unit code: T/651/4720

Unit level: 5

Credit value: 15

Introduction

Antisocial behaviour affects communities significantly, manifesting in a range of disruptive activities such as vandalism, noise disturbances, substance abuse and public intimidation. These behaviours undermine community cohesion, erode public trust and place significant strain on public services and local resources. Community policing serves as a proactive approach to tackling these challenges, emphasising collaboration between police, community members and other agencies to foster safer and more resilient environments. In this unit students will explore the dynamics of antisocial behaviour and the pivotal role community policing plays in addressing its root causes and impacts.

The primary objective of this unit is to give students a comprehensive understanding of antisocial behaviour and the strategies employed to combat it. Students will explore the theoretical underpinnings of antisocial behaviour, its manifestations and its broader societal impacts. By analysing the role of the police and other agencies in managing these issues, students will develop a nuanced perspective on the effectiveness of various interventions.

The unit covers a range of topics essential for understanding and addressing antisocial behaviour. Students will investigate the different types of antisocial behaviour, from environmental and personal misconduct to substance-related issues. The unit also covers strategies utilised by police and inter-agency collaborations, including community engagement, restorative practices and technological integration. Students will critically analyse evidence-based community policing methods and their impact on reducing antisocial behaviour, exploring both challenges and successes in diverse community contexts.

On completion of this unit, students will have developed critical analytical and problem-solving skills in the context of antisocial behaviour reduction. They will have gained skills in assessing the impact of interventions and fostering collaborative relationships between agencies. These competencies are highly relevant for roles in community policing, public administration, social services and local government, providing a strong foundation for careers in public safety and community engagement.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Discuss the different types of antisocial behaviour and their impact on the community

LO2 Review strategies used by the police for the reduction of antisocial behaviour

LO3 Explain inter-agency approaches to dealing with antisocial behaviour in the community

LO4 Analyse the impact of evidence-based community policing on antisocial behaviour.

Essential Content

LO1 Discuss the different types of antisocial behaviour and their impact on the community

Research on antisocial behaviour:

Theories and problem identification: theories explaining the cycle of antisocial behaviour and factors leading individuals into this cycle, e.g. Hirschi's Control Theory, Bandura's Social Learning Theory, The Social Development Model

Present position and outcomes: current status, previous approaches, target outcomes of antisocial behaviour strategies incorporating the different agencies involved and their roles.

Environmental antisocial behaviour:

Littering in public spaces, vandalism of property, including graffiti or destruction of bus stops, fly-tipping. illegal dumping of waste, excessive noise pollution (e.g. loud music, parties, shouting, especially at night), neglecting gardens or properties, leading to unsightly and unsafe environments.

Personal antisocial behaviour:

Verbal abuse, threats towards individuals, intimidating behaviour (e.g. loitering in groups, acting in a threatening manner, harassment, including persistent unwanted attention or stalking, physical aggression, minor altercations in public spaces), hostile behaviour toward neighbours (e.g. dispute escalation, shouting or physical threats).

Community-based antisocial behaviour:

Misuse of communal spaces including pavements, shopping precincts, pedestrianised areas, e.g. skateboarding, cycling, EV scooters, disorderly conduct including public events or gatherings, public urination and defecation in shared spaces.

Vehicle-related antisocial behaviour:

Illegal parking including obstructing driveways, emergency vehicle access, blocking pavement use, reckless or dangerous driving in residential areas, playing loud music from cars, abandoned vehicles left in public spaces.

Substance-related antisocial behaviour:

Public drunkenness, disruptive behaviour, drug use or dealing in communal or public areas, smoking in restricted areas (e.g. schools, hospitals).

Impact of antisocial behaviour in the community:

Social impact (e.g. fear and anxiety among residents, breakdown of community trust, isolation of vulnerable individuals, increased tensions between neighbours, hostility towards specific groups or individuals), economic impact (e.g. costs of property repairs and vandalism clean-up, reduced property values, loss of local business revenue due to avoidance of areas, increased financial burden on public services, funding allocation toward prevention and enforcement), environmental impact (e.g. deterioration of public spaces, accumulation of litter and waste, damage to natural habitats and green spaces, increased noise pollution in residential areas, unsanitary conditions affecting public health), public services impact (e.g. strain on police and law enforcement resources, increased emergency services workload, higher demands on housing associations for maintenance, burden on social services for victim support, focus shift from other community development projects), psychological impact, (e.g. increased stress and mental health issues, feelings of insecurity in public spaces, reduced overall quality of life, fear of retaliation for reporting incidents, long-term emotional effects on victims), community development impact (e.g. reduced participation in community events, decline in neighbourhood cohesion, hindrance to youth engagement in positive activities, erosion of civic pride and responsibility, barriers to fostering a welcoming environment).

LO2 **Review strategies used by the police for the reduction of antisocial behaviour**

Relevant legislation:

Antisocial behaviour: e.g. definition and legal framework, including the Crime and Disorder Act 1998, Crime Policing Act 2014, the Criminal Justice Act 2003, the Criminal Justice and Immigration Act 2008 and any subsequent amendments, and their impact on community policing, understanding proposals such as Criminal Behaviour Orders and Closure Powers.

Police strategies for antisocial behaviour reduction:

Law enforcement collaboration: e.g. police engagement with local councils, joint patrols in high-risk areas, intelligence sharing across agencies, community policing strategies, coordination on enforcement actions

Targeted patrols: e.g. increased presence in high-risk areas, deployment of officers during peak times for antisocial behaviour, hotspot identification through crime mapping, focused attention on repeat offenders and problematic locations

Community policing: e.g. regular engagement with community members, establishment of local policing teams for trust building, community forums for feedback and collaboration, emphasis on visible and accessible policing

Public awareness campaigns: e.g. educational programmes on consequences of antisocial behaviour, outreach efforts targeting vulnerable groups, promotion of reporting mechanisms for incidents, collaboration with local media for broader outreach

Restorative practices: e.g. restorative justice programmes to address harm caused by offenders, mediation between offenders and victims, community service initiatives as part of rehabilitation, emphasis on accountability and behaviour change

Antisocial behaviour orders (ASBOS): e.g. use of legal measures to restrict activities of persistent offenders, enforcement of curfews or area bans, collaboration with courts for swift issuance of orders, monitoring of compliance through regular checks

Hotline and reporting systems: e.g. anonymous tip lines for reporting antisocial behaviour, online platforms for submitting complaints, mobile apps for real-time reporting, rapid response systems for reported incidents, submission of video data (e.g. dashcams, doorbell, home security cameras)

Technological integration: e.g. CCTV installations in high-incident areas, use of predictive policing tools for resource allocation, body cameras for officer accountability and evidence collection, crime mapping software for proactive strategy planning

Training and skill development: e.g. conflict resolution and de-escalation training for officers, specialised training for dealing with youth and vulnerable populations, scenario-based exercises for addressing antisocial behaviour, emphasis on cultural sensitivity and community relations

Focused interventions: e.g. raids targeting organised groups linked to antisocial behaviour, immediate action on noise complaints and public disturbances, vehicle checks for reckless or illegal driving, increased patrols in public transport hubs and parks.

Police community support officer (PCSO) contributions:

Roles and responsibilities: e.g. liaison between communities and police, routine duties, support police officers, e.g. make house-to-house enquiries, issue fixed penalty notices

Community presence: e.g. high visibility, act as deterrent, provide regular patrols in residential and public areas

Public engagement: e.g. relationship-building with local residents, businesses, vulnerable and at-risk individuals, risk assessments

Early intervention: e.g. identification and respond to incidents of low-level antisocial behaviour

Support for victims: e.g. reassurance and assistance for affected individuals

Information gathering: e.g. intelligence collection on antisocial behaviour patterns for police action

Support implementation of evidence-based policing.

LO3 **Explain inter-agency approaches to dealing with antisocial behaviour in the community**

Agencies involved:

Types of agencies: e.g. roles of police, probation services, social services, prison service, third sector organisations such as Alcohol Concern and drug programmes, NHS mental health teams, other local non-governmental organisations

Local authority policies: e.g. examples of local authority crime reduction and safety initiatives, funding and structure of local policies.

Social services:

Preventative measures: e.g. early intervention programmes, youth diversion programmes, family intervention initiatives, support for mental health and substance abuse, housing support for individuals at risk, rehabilitation programmes for offenders, counselling services for behaviour modification, cognitive behavioural therapy (CBT), employment and skills training for reintegration, mediation services for conflict resolution, mentorship programmes to encourage positive behaviour, training for frontline workers to identify early signs of antisocial behaviour.

Educational institutions:

Interventions: e.g. antisocial behaviour awareness in schools, engagement with educators to identify at-risk youth, workshops on social responsibility, peer mentorship programmes for positive behaviour, collaboration with educational institutions for community projects; after school programmes, e.g. sports or arts programmes, youth centres, youth clubs, volunteer opportunities to foster community ownership.

Local authority interventions:

Local authority contributions: e.g. maintenance of public spaces to deter vandalism, noise control policies and enforcement, regulation of alcohol and substance use in public areas, funding allocation for prevention initiatives, implementation of community safety strategies

Environmental design improvements: e.g. installation of CCTV cameras in vulnerable areas, improved street lighting to enhance safety, maintenance of public spaces to discourage vandalism, creation of safe recreational spaces for community use, strategic urban planning including reduce isolated areas, provision for facilities (e.g. shops, pubs, GP surgeries, creating neighbourhoods, employment opportunities).

Legislative frameworks:

Judicial and legal support: e.g. implementation of antisocial behaviour orders (ASBOS), restorative justice programmes, legal frameworks for managing persistent offenders, coordination with courts for community-based penalties, data sharing between legal and enforcement agencies.

Multi-agency collaboration:

Multi-agency partnerships: e.g. coordination through local community safety partnerships, joint task forces for targeted interventions, shared funding for collaborative projects, data collection and analysis across agencies, development of strategic plans for long-term solutions.

LO4 **Analyse the impact of evidence-based community policing on antisocial behaviour**

Evidence-based policing (EBP):

Identifying problems: e.g. steps to identify crime problems, options for action, success criteria, participation of agencies, community demographics and locations

Formulating solutions: e.g. resource management plans and use of media to inform the public, strategies for crime displacement and contingency plans

Tools for evidence-based policing: e.g. community and practitioner meetings, decision-making models, SMART action plans, best practice reviews.

Impact of EBP in the community:

Crime reduction: e.g. targeted interventions in high-crime areas, reduced instances of vandalism, theft and public disturbances, decreased reoffending rates through evidence-driven strategies, identification and disruption of antisocial behaviour patterns, enhanced safety in public spaces

Community trust and engagement: e.g. increased trust between police and community members, strengthened relationships through visible and accessible policing, community involvement in shaping policing priorities, improved reporting of antisocial behaviour incidents, greater cooperation during investigations and interventions

Resource optimisation: e.g. efficient allocation of police resources based on crime data, focused deployment in hotspot areas to maximise impact, cost savings through reduced unnecessary patrols, integration of technology for data-driven decision making, collaboration with local agencies for comprehensive support

Public perception and safety: e.g. enhanced public confidence in law-enforcement effectiveness, reduced fear of crime within the community, positive shifts in perceptions of police fairness and transparency, increased visibility and responsiveness of policing efforts, greater sense of community safety and cohesion

Data-driven accountability: e.g. transparent performance tracking based on evidence-based outcomes, regular analysis of antisocial behaviour trends, improved accountability through measurable results, use of feedback loops to refine and improve policing strategies, alignment of policing efforts with community needs and expectations

Youth and community development: e.g. focus on youth engagement through outreach and mentorship programmes, increased participation in positive recreational activities, reduced risk of youth involvement in antisocial behaviour strengthened community ties through collaborative initiatives, promotion of long-term social inclusion and resilience.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Discuss the different types of antisocial behaviour and their impact on the community</td><td rowspan="5">LO1 and LO2

D1 Evaluate the effectiveness of the legislation and strategies used by the police to reduce the different types of antisocial behaviour in the community, supported by real-world examples.</td></tr>
<tr><td>P1 Explain the different types of antisocial behaviour that can affect communities.

P2 Discuss the impact of the different types of antisocial behaviour on the community.</td><td>M1 Assess the impact of a range of different types of antisocial behaviour on the community with reference to real-world examples.</td></tr>
<tr><td colspan="2">LO2 Review strategies used by the police for the reduction of antisocial behaviour</td></tr>
<tr><td>P3 Review, with examples, a range of strategies used by the police to reduce antisocial behaviour in a community.

P4 Assess, with examples, the role of legislation and Police Community Support Officers (PCSOs) in reducing antisocial behaviour in the community.</td><td>M2 Analyse, using a range of real-world examples, the effectiveness of the strategies used by the police to reduce antisocial behaviour in the community.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Explain inter-agency approaches to dealing with antisocial behaviour in the community		**LO3 and LO4** **D2** Evaluate, using real-world examples, the impact of a multi-agency approach and evidence-based policing in dealing with antisocial behaviour in the community.
P5 Explain the range of agencies involved in the response to antisocial behaviour and the services they provide. **P6** Review, with examples, a multi-agency response in dealing with antisocial behaviour in the community.	**M3** Justify, using a range of real-world examples, the selection of the agencies involved in a multi-agency response in dealing with antisocial behaviour in the community.	
LO4 Analyse the impact of evidence-based community policing on antisocial behaviour		
P7 Explain, with examples, the principles of evidence-based policing and its applications in the community. **P8** Assess, using a range of real-world examples, the impact of evidence-based community policing on antisocial behaviour.	**M4** Justify, using a selection of real-world examples, the application of evidence-based policing to tackle antisocial behaviour in the community.	

Recommended Resources

Textbooks

Dickety, J. and Tony, B. (2024). *Criminology and Crime Prevention: The Professional Policing Curriculum in Practice*, St Albans: Critical Publishing.

Millie, A. (2009). *Anti-Social behaviour*. Maidenhead, Berkshire: Open University Press.

O'Reilly, C. (2024). *Neighbourhood Policing: Context, Practices and Challenges*. Bristol: Policy Press.

Parsons, D. A. and Kremling, J, (2021). *Community Policing Today: Issues, Controversies, and Innovations*. London: Sage Publications.

Peak, K. and Glensor, R. (2017). *Community and Problem-Oriented Policing: Effectively Addressing Crime and Disorder*: London: Pearson.

Ratcliffe, J. H. (2022). *Evidence-Based Policing: The Basics*. Abingdon, Oxon; New York, NY: Routledge.

Wightwick, I. (2023). *A Practical Guide to Antisocial Behaviour Injunctions*. 2nd Ed. Somerset: Law Brief Publishing.

Websites

assets.publishing.service.gov.uk/media/5a74f281ed915d3c7d52930c/dpr26.pdf	Defining and measuring anti-social behaviour (General reference)
assets.publishing.service.gov.uk/media/6422a19b60a35e00120cae63/2023_Update_ASB_Statutory_Guidance_-_FINAL__1_.pdf	Anti-social Behaviour, Crime and Policing Act 2014 (General reference)
www.britsoccrim.org	British Society for Criminology (General Reference)
www.college.police.uk	College of Policing (Guidelines)
www.gov.uk/government/organisations/home-office	Home Office (General reference)
www.gov.uk/how-report-antisocial-behaviour	How to report antisocial behaviour (General reference)

Journals and articles

Dias Felix, A. and Hilgers, T. (2020). 'Community oriented policing theory and practice: global policy diffusion or local appropriation?', *Policing and Society*, pp. 1–9. Available at doi: doi.org/10.1080/10439463.2020.1776280.

Gaik, L. P., Abdullah, M. C., Elias, H. and Uli, J. (2010). 'Development of Antisocial Behaviour', *Procedia – Social and Behavioral Sciences*, 7, pp. 383–388. Available at doi: doi.org/10.1016/j.sbspro.2010.10.052.

Gill, C., Weisburd, D., Telep, C. W., Vitter, Z. and Bennett, T. (2014). 'Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: a systematic review', *Journal of Experimental Criminology*, pp. 399–428. Available at doi: doi.org/10.1007/s11292-014-9210-y.

Klose, S. (2024). 'Re-defining evidence-based policing', *Policing: A Journal of Policy and Practice*, 18. Available at doi: doi.org/10.1093/police/paad095.

Rogers, C., Pepper, I. and Skilling, L. (2022). 'Evidence-based policing for crime prevention in England and Wales: perception and use by new police recruits', *Crime Prevention and Community Safety,* 24, pp. 328–341. Available at doi: doi.org/10.1057/s41300-022-00158-w.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 412: Crime Reduction

Unit 419: Third Sector and Public Services

Unit 503: Justice, Punishment and Rehabilitation.

Unit 510: Command and Control

Unit code	**Y/651/4721**
Unit type	**Core**
Unit level	**5**
Credit value	**15**

Introduction

The effective management of critical incidents requires a well-structured approach to command and control. This unit is designed to give students a comprehensive understanding of the frameworks, processes and technologies that underpin incident management in policing operations. From small-scale emergencies to major public safety challenges, control rooms play a pivotal role in ensuring timely and coordinated responses.

The aim of this unit is to give students the knowledge and skills necessary to navigate the complexities of police control room operations. Students will explore the hierarchical structures, core functions and decision-making processes critical to managing incidents effectively. There is emphasis on the integration of advanced technologies and collaborative frameworks, enabling students to understand the complex nature of modern policing.

Key areas of focus include control room structures, the skill sets required for effective incident management and an examination of various control systems used in diverse operational contexts. Students will explore resource management and risk assessment techniques, gaining insight into how these strategies are applied in real-world scenarios. These topics are designed to provide a holistic view of command and control in the police force.

On completion of this unit, students will have developed analytical, strategic and operational competencies related to police command and control. These skills are vital for roles such as Control Room Operator, Incident Commander and Resource Manager. The unit also prepares students for careers in broader public safety and emergency management sectors, emphasising leadership, critical thinking and technological proficiency.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain police control room structure for dealing with incidents

LO2 Analyse the skills and abilities used by the police in controlling any given incident

LO3 Examine a range of control systems used in the management of different types of incidents

LO4 Perform a resource management and risk assessment for an identified emergency.

Essential Content

LO1 **Explain police control room structure for dealing with incidents**

Control room structure:

Command hierarchies: incident command, dispatch supervisors, operational controllers

Roles and responsibilities: call handlers, dispatchers, control room managers, technical support staff

Sections: emergency call handling, incident dispatch, communications management, resource coordination.

Operational processes:

Incident categorisation: emergency (e.g. life-threatening), priority, routing, types of incident (e.g. spontaneous or planned, crime, non-crime and traffic, operational and non-operational)

Information gathering: caller location, nature of the incident, number of people involved, hazards present

Deployment decisions: resource allocation, officer deployment, multi-agency coordination.

Technology integration:

Incident management software: e.g. computer-aided dispatch (CAD), geospatial mapping tools, real-time updates

Communication systems: e.g. radio networks, airwave systems, encrypted channels, mobile communication devices

Data sharing platforms: e.g. inter-agency collaboration tools, automated alerts, integrated databases.

LO2 **Analyse the skills and abilities used by the police in controlling any given incident**

Core skills:

Decision making: e.g. prioritisation of tasks, escalation processes, adaptive responses

Communication: e.g. clear instructions, concise information transfer, de-escalation techniques

Problem solving: e.g. rapid assessment of scenarios, strategic planning, innovative approaches

Legislative awareness: e.g. knowledge of relevant legislation, application of relevant legislation to incident.

Technical abilities:

Use of technology: e.g. familiarity with CAD systems, GPS tools, predictive analytics software

Data interpretation: e.g. analysing patterns, trends and real-time incident data

Incident reporting: e.g. accurate documentation, structured formats, legal compliance.

Interpersonal competencies:

Leadership: e.g. team coordination, situational authority, crisis management

Empathy: e.g. caller reassurance, handling distressed individuals, sensitivity in communication

Conflict resolution: e.g. negotiation skills, calming aggressive behaviour, mediating disputes.

LO3 **Examine a range of control systems used in the management of different types of incidents**

Emergency incident systems:

Computer-Aided Dispatch (CAD): e.g. automated dispatch systems, incident tracking, responder assignment

Emergency call systems: e.g. 999 systems, text relay services, automated call queues

Real-time surveillance: e.g. CCTV monitoring, drone integration, body-worn camera feeds.

Specialised systems:

Terrorism and major incidents: e.g. multi-agency collaboration platforms, inter-departmental task force software

Cybercrime response: e.g. cyber incident response teams, forensic data analysis tools, encrypted databases

Road traffic incidents: e.g. automated number plate recognition (ANPR), traffic monitoring systems, crash analysis tools.

Command and control systems:

Incident Command Systems (ICS): e.g. scalable frameworks, modular response units, unified chain of command

Integrated communication systems: e.g. airwave technology, cross-departmental radio protocols, emergency communication hubs.

Command and control frameworks:

Gold Silver Bronze (GSB) command structure: e.g. purpose, framework, responsibilities, accountabilities, span of command, span of control, command resilience, interoperability, chain of command

Gold Commander: e.g. strategic overall command, remote location, formulation of policies and working practices, pre-planning of coordinated responses

Silver Commander: e.g. tactical command including on-scene command, resource control, on-scene tactic selection, co-ordination with other silver commanders, Joint Emergency Services Control Centre (JESCC) command centres including purpose built, makeshift

Bronze Commander: e.g. operational command of incident resources, liaison with other Bronze Commanders, types of Bronze Commander including firearms strategic commander (e.g. develop firearms strategy, development of tactical plans, implementation of tactical plans, operational competencies) and public order commander (e.g. develop public order strategy, development of tactical plans, implementation of tactical plans, operational competencies).

LO4 **Perform a resource management and risk assessment for an identified emergency**

Resource management:

Personnel allocation: e.g. officer scheduling, skill-based deployment, rotation plans

Equipment distribution: access to vehicles, protective gear, specialised tools, technological assets

Budgeting and planning: cost efficiency, grant allocation, procurement systems.

Risk assessment techniques:

Dynamic risk assessment: e.g. real-time hazard evaluation, continuous situational monitoring, flexible response plans

Pre-incident planning: e.g. scenario-based drills, risk probability analysis, historical data reviews

Post-incident reviews: e.g. incident debriefings, root cause analysis, procedural enhancements.

Technological tools in risk management:

Predictive policing tools: e.g. crime mapping, statistical analysis, trend forecasting

Hazard monitoring systems: e.g. environmental sensors, chemical hazard detection, infrastructure safety scanners

Incident reporting systems: e.g. structured debrief formats, performance tracking metrics, integrated databases.

Evaluation metrics:

Operational efficiency: e.g. resource utilisation rates, incident resolution times, stakeholder satisfaction

Risk mitigation effectiveness: e.g. reduced casualties, minimised property damage, community safety enhancement

Scalability and flexibility: e.g. ability to handle large-scale incidents, adaptability to evolving scenarios, multi-agency integration success.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain police control room structure for dealing with incidents</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using a range of real-world examples, how the control room and the skills, abilities and competencies of the police force contribute to the effective response to an identified incident.</td></tr>
<tr><td>P1 Explain, using a range of real-world examples, how the structure of a police control room enables the police to deal with incidents.

P2 Discuss, using a range of real-world examples, how the operational processes and technological integration of the control room support the police in dealing with incidents.</td><td>M1 Assess, using a range of real-world examples, the effectiveness of the modern police control room in dealing with a range of incidents</td></tr>
<tr><td colspan="2">LO2 Analyse the skills and abilities used by the police in controlling any given incident</td></tr>
<tr><td>P3 Analyse, using real-world examples, the core skills that should be used by the police in order to control a given incident.

P4 Analyse, using real-world examples, the range of abilities and competencies that should be used by the police in order to control a given incident.</td><td>M2 Justify, using real-world examples, why the skills, abilities and competencies used by the police should support the control of a given incident.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Examine a range of control systems used in the management of different types of incidents		**LO3 and LO4** **D2** Evaluate the effectiveness of the selected resource management and risk assessment strategy for the identified emergency, compared with a range of alternative actions that could have been deployed.
P5 Examine a range of control systems available for use in different types of incidents. **P6** Discuss, using real-world examples, the purpose, roles and responsibilities of the Gold, Silver and Bronze Command Structures used in the management of different types of incidents.	**M3** Analyse, using real-world examples, the effectiveness of a range of control systems and frameworks that can be deployed in the event of an identified incident.	
LO4 Perform a resource management and risk assessment for an identified emergency		
P7 Carry out a resource management and risk assessment for an identified emergency. **P8** Review the resource management and risk assessment with a range of relevant stakeholders, obtaining feedback that informs strengths and weaknesses, and recommends areas for improvement.	**M4** Refine the developed resource management and risk assessment, using the feedback obtained, justifying the choices made for the identified emergency.	

Recommended Resources

Textbooks

Major Incident Procedure Version 9.3 (2015): LESLP. Available at: assets.grenfelltowerinquiry.org.uk/LAS00000005_Annex%20A_%20LESLP%20Major%20Incident%20Procedure%20Manual%20%28version%209.4%202015%29.pdf

The Interoperability Framework Edition 2 (2016): JESIP. Available at: www.jesip.org.uk/uploads/media/pdf/Joint_Doctrine_Draft_Edition_2.docx.pdf

Websites

www.college.police.uk/app/operations/command-and-control	Command and control (General reference)
www.college.police.uk/app/civil-emergencies/civil-contingencies/command-control-and-coordination	Command, control and coordination (General reference)
www.npsa.gov.uk/incident-response-command-control	Incident Response and Command and Control (General reference)
narueducationcentre.org.uk/wp-content/uploads/2023/06/NARUCOMMANDANDCONTROLGUIDEV3.107.2019Proclus.pdf	National Ambulance Service Command and Control Guidance (Report)
www.gov.uk/guidance/emergency-response-and-recovery	Emergency response and recovery (General reference)
assets-hmicfrs.justiceinspectorates.gov.uk/uploads/a-call-for-help-police-contact-management-call-handling-control-rooms-2018-19.pdf	A call for help: police contact management through call handling and control rooms in 2018/19 (Report)
www.gov.uk/government/collections/future-control-room-services-scheme	Future control room services scheme (General reference)

Journals and articles

Houghton, R. J., et al. (2006). 'Command and control in emergency services operations: a social network analysis', *Ergonomics*, 49(12–13), pp. 1204–1225. Available at doi: doi.org/10.1080/00140130600619528.

Johansson, B., Persson, M., Granlund, R. and Mattsson, P. (2003). 'C3 Fire in command and control research', *Cognition, Technology & Work*, 5(3), pp. 191–196. Available at doi: doi.org/10.1007/s10111-003-0127-x.

Stanton, N. A. and Baber, C. (2006). 'The ergonomics of command and control', *Ergonomics*, 49(12–13), pp. 1131–1138. Available at doi: doi.org/10.1080/00140130600612523.

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 411: Roads Policing

Unit 412: Crime Reduction

Unit 507: Emergency Services Collaboration

Unit 509: Community Policing and Antisocial Behaviour.

 © Pearson Education Limited 2025

Unit 511: Investigative Skills

Unit code: **A/651/4722**

Unit level: **5**

Credit value: **15**

Introduction

Investigative skills are fundamental to the effective functioning of public services, including policing, fire service, social care and intelligence agencies. These skills are essential for gathering, analysing and presenting information that can help solve crimes, prevent incidents and ensure public safety. In this unit students will explore the principles and techniques of investigation, giving them the knowledge and practical skills required to conduct thorough and effective investigations in various public service contexts.

The primary aim of this unit is to give students a comprehensive understanding of investigative skills and techniques used in public services. Students will learn how to gather evidence, conduct interviews, analyse information and present findings. Through practical application, students will develop the ability to conduct investigations that are methodical, ethical and legally sound, ensuring a thorough preparation for real-world challenges in public services.

The unit covers a broad spectrum of topics essential to investigative skills. Key areas of focus include the principles of investigation, evidence collection and preservation, interview techniques, information analysis and report writing. Each topic is designed to build on the previous one, providing a cohesive and progressive learning experience. The curriculum is structured to give students the skills needed to conduct fair and effective investigations in public services.

On successful completion of this unit, students will have developed a robust set of investigative skills, including evidence collection, interviewing, information analysis and report writing. They will be able to conduct thorough and methodical investigations, ensuring the integrity and accuracy of their findings. Students will understand the ethical and legal considerations involved in investigations, providing them with a competitive edge for a career in the public services. This unit focuses on public services but the skills students develop are applicable to a wide range of careers where accuracy, analysis and attention to detail are vital to the role.

Learning Outcomes

By the end of this you will be able to:

LO1 Discuss the principles and techniques of investigation in public services

LO2 Review a range of interview techniques for gathering information

LO3 Carry out an investigation into an identified public service scenario

LO4 Analyse the results of the investigation into the identified public service scenario, arriving at clear conclusions.

Essential Content

LO1 Discuss the principles and techniques of investigation in public services

Investigation principles:

Overview of investigative principles: e.g. objectivity, thoroughness, accuracy, confidentiality, professional care and competence, safety and welfare needs.

Types and stages of an investigation:

Types of investigations: e.g. criminal investigations, fire investigations, accident investigations, safeguarding investigations, internal investigations

Stages of an investigation: e.g. instigation (THRIVE model), initial response (fast track actions and Golden Hour), planning, evidence gathering and processing including analysis, reporting and follow-up

Investigation management: e.g. systematic approach to ensure robustness and accuracy, scene management.

Legal and ethical considerations:

Legal frameworks and ethical principles guiding investigations

Legal requirements: e.g. adherence to laws, regulations and organisational policies, including search and seizure laws, rights of suspects, dealing with vulnerable individuals and the chain of custody

Ethical principles: e.g. integrity, objectivity, fairness, confidentiality, impartiality, respect for individuals' rights, utilising common sense and sound judgement.

Investigative techniques:

Various methods used in investigations, including forensic analysis, physical and electronic surveillance, door-to-door enquiries, document/financial analysis, undercover operations

Forensic analysis: e.g. the use of forensic science in investigations (Locard's exchange principle), including fingerprint analysis (Faulds, Bertillon and Galton), DNA analysis (Jeffreys), trace evidence, digital forensics, ballistics forensics, computational fluid dynamics

Surveillance: e.g. methods of conducting physical and electronic surveillance, overt and covert surveillance, planning and executing undercover operations, informant handling (Covert Human Intelligence Source or CHIS)

Evidence handling techniques: evidence collection mechanisms (e.g. proper handling, collection protocols, preservation techniques), chain of custody (e.g. documentation of evidence history, integrity maintenance, storage protocols).

LO2 **Review a range of interview techniques for gathering information**

Types of interviews:

Structured, unstructured, semi-structured interviews

Interview type selection, suitability for objectives

Questioning techniques: e.g. open-ended, closed-ended, probing, clarifying, recall questions.

Building rapport:

Trust and rapport establishment, conversation dynamics

Simple language, avoidance of jargon, patience

Young or vulnerable participant considerations

Interview process explanation, participant comfort.

Interview planning:

Objectives setting, location selection, participant needs

Notetaking strategies, effective interview structure

Preparation: e.g. background research, question plan, scene visits

Exhibits and property review, logistical readiness.

Environment:

Suitable environment for privacy, minimisation of distractions

Participant comfort measures, inclusive facilitation.

Conducting interviews:

Best practices for information reliability, interview consistency

PEACE model application for police interviewing: e.g. preparation, engagement, account, closure, evaluation

Active listening techniques: e.g. eye contact, impartiality, attention to non-verbal cues

Non-interruption, accurate notetaking, observation strategies.

Dealing with difficult interviewees:

Strategies for uncooperative participants, hostile behaviour management

Conflict de-escalation, interview continuation techniques.

Recording and documentation:

Suitable recording method, investigation support, evidence reliability

Recording methods: e.g. audio (dictaphones, smartphones, tape recorders), video (services with transcription, e.g. MS Teams), written records (victim, witness, suspect statements)

Documentation: e.g. detailed and accurate interview reports, transcription of notes, equipment reliability checks.

LO3 **Carry out an investigation into an identified public service scenario**

Identification of evidence:

Physical evidence: e.g. fingerprints, weapons, documents, materials from crime scenes

Digital evidence: e.g. emails, CCTV footage, social media data, electronic devices (mobile phones, computers, tablets, dash cams, video doorbells)

Testimonial evidence: e.g. victim statements, witness accounts, suspect interviews.

Investigation management:

Scenario analysis: incident type classification, location-specific dynamics, risk factors, historical context, social and environmental implications, stakeholder roles, potential outcomes

Resource allocation: personnel expertise matching, logistical planning, financial budgeting, inter-agency agreements, resource prioritisation, specialised unit deployment, equipment inventory checks

Stakeholder coordination: local authority involvement, inter-agency collaboration frameworks, NGO partnerships, victim advocacy groups, legal representation alignment, emergency service liaisons

Witness engagement: interview preparation, questioning techniques, rapport building, bias mitigation, vulnerability assessment, protection measures, data recording tools, interpreter services

Scene management: e.g. first responder actions, crime scene boundaries, contamination prevention, evidence loss mitigation; documentation (e.g. notetaking, photography, sketche)

Ethical considerations: e.g. confidentiality protocols, victim and suspect rights, impartiality standards, sensitivity to cultural contexts, adherence to regulatory frameworks, emotional wellbeing of participants

Safety considerations: e.g. dynamic risk assessment, personal protective equipment (PPE), team safety checks, site perimeters, emergency evacuation plans, environmental hazard monitoring, responder wellbeing measures

Data integrity: e.g. verification processes, secure storage of digital evidence, error minimisation protocols, evidence logging, chain of custody adherence, redundancy systems, data triangulation techniques.

LO4 **Analyse the results of the investigation into the identified public service scenario, arriving at clear conclusions**

Information analysis:

Analysis techniques: e.g. pattern identification, connection mapping, trend analysis

Data analysis: e.g. analytical tools, fact establishment, relationship identification, additional investigation areas.

Report writing:

Report structure: e.g. sections, templates, clarity, conciseness, organisational alignment

Content presentation: e.g. digestible formats, logical flow, simple language, comprehensive conclusions.

Presentation of findings:

Oral presentations: e.g. target audience alignment, body language, eye contact, practice, timing control, content simplicity

Visual aids: e.g. charts, graphs, handouts, infographics, photographs, diagrams, audience needs consideration.

Review and evaluation:

Investigation process review: e.g. outcome evaluation, investigation reflection, improvement identification

Self-evaluation: e.g. reflection models (Gibbs, Jasper, Schön, Kolb, Driscoll), implications for future investigations, skill enhancement.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Discuss the principles and techniques of investigation in public services</td><td rowspan="2">D1 Evaluate, with reference to a real-world example, the effectiveness of different investigations in the public services.</td></tr>
<tr><td>P1 Explain the principles, types and stages of an investigation carried out in the public services.
P2 Describe techniques used when carrying out an investigation in the public services and the legislative frameworks that must be considered.</td><td>M1 Analyse, with examples, the effectiveness of a public service investigation, considering the principles, types, stages, techniques and legislation.</td></tr>
<tr><td colspan="2">LO2 Review a range of interview techniques for gathering information</td><td rowspan="2">D2 Evaluate the interview process, providing recommendations for improvement based on case study examples.</td></tr>
<tr><td>P3 Describe the various interview techniques used in investigations.
P4 Explain the process of planning, conducting and recording an interview.</td><td>M2 Analyse, using real-world examples, the effectiveness of different interview strategies in obtaining reliable information.</td></tr>
<tr><td colspan="2">LO3 Carry out an investigation into an identified public service scenario</td><td rowspan="4">LO3 and LO4
D3 Evaluate the effectiveness of the investigation into the identified public services scenario, including the investigatory techniques chosen and how well the conclusions are supported.</td></tr>
<tr><td>P5 Carry out an investigation into an identified public service scenario, documenting the results and the investigative techniques chosen.</td><td>M3 Justify the selection of the techniques chosen for the investigation into the identified public service scenario.</td></tr>
<tr><td colspan="2">LO4 Analyse the results of the investigation into an identified public service scenario, arriving at clear conclusions</td></tr>
<tr><td>P6 Analyse the results of the investigation into an identified public service scenario, arriving at clear conclusions.
P7 Present the results of the investigation into an identified public service scenario for an identified audience.</td><td>M4 Review the effectiveness of the investigation into an identified public service scenario, identifying strengths, weaknesses and areas for improvement.</td></tr>
</table>

Recommended Resources

Textbooks

Ivey, N. (2013). *How to Conduct Internal Investigations: A Practical Guide for Human Resource Professionals*. Charleston: Results Performance Consulting Inc.

Stainton, I. and Ewin, R. (2022). *Criminal Investigation: The Professional Policing Curriculum in Practice.* St Albans: Critical Publishing.

Stelfox, P. (2009). *Criminal Investigation: An Introduction to Principles and Practice*. Abingdon, Oxon; New York, NY: Routledge.

Wood, D., Bradshaw, S., Dickens, T., Parker-McLeod, J. and Davis, C. (eds) (2024). *Blackstone's Handbook for Policing Students, 2024.* 18th Ed.
Oxford: Oxford University Press.

Websites

www.college.police.uk	College of Policing – Investigations (General reference)
murder-investigation-manual-redacted.pdf	College of Policing – Murder Investigation Manual (General reference)
www.northantsfire.gov.uk	Northampton Fire and Rescue Service – Fire Investigation Policy (General reference)
www.gov.uk/government/collections/prison-probation-policy-frameworks	GOV UK Prison & Probation Policy Frameworks (General reference)

Journals and articles

Brown, C., Julian, R. and Howes, L. M. (2023). "Strands in a cable': effective investigator decision-making using forensic identification evidence in volume crime investigations', *Policing & Society*, 34(5), pp. 417–433. Available at doi: doi.org/10.1080/10439463.2023.2279063.

Danby, M. C. (2024). 'Five considerations about memory processes for child investigative interviewers', *Policing: A Journal of Policy and Practice*, 18. Available at doi: doi.org/10.1093/police/paad097.

Garg, V., Mishra, R. and Rohatgi, S. (2024). 'The Role of Forensic Anthropology in Mass Disasters', *Open Access Journal of Criminology Investigation & Justice*, 2(1). Available at doi: doi.org/10.23880/oajcij-16000121.

 © Pearson Education Limited 2025

Steen-Hansen, A., Storesund, K. and Sesseng, C. (2021). 'Learning from fire investigations and research – A Norwegian perspective on moving from a reactive to a proactive fire safety management', *Fire Safety Journal*, 120. Available at doi: doi.org/10.1016/j.firesaf.2020.103047.

Vaughan, M., Milne, R., Cherryman, J. and Dalton, G. (2024). 'The role of the Interview Manager (IM) in UK policing: perceptions and experiences of the IM when deployed in high stakes crime investigations', *Policing and Society*, pp. 1–18. Available at doi: doi.org/10.1080/10439463.2024.2403698.

Wilson-Kovacs, D. and Wilcox, J. (2023). 'Managing Policing Demand for Digital Forensics through Risk Assessment and Prioritization in England and Wales', *Policing: A Journal of Policy and Practice*, 17. Available at doi: doi.org/10.1093/police/paac106.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 505: Forensic Methods and Applications.

Unit 512: International Institutions and Public Services

Unit code: D/651/4723

Unit level: 5

Credit value: 15

Introduction

International institutions play a significant role in shaping the policies and operations of public services across the globe. These institutions, through their legal frameworks, treaties and operational mandates, influence a wide range of services such as law enforcement, emergency response and health management. In this unit students will explore the structure, roles and responsibilities of these organisations, investigating their impact on national public services.

The primary aim of this unit is to give students a comprehensive understanding of the interplay between international institutions and public services. Students will investigate the structure and key functions of these organisations, evaluate their collaborative efforts with public services and analyse the effectiveness of these partnerships in real-world scenarios. Through this exploration, students will develop strategic insight into fostering more effective collaborations for public service enhancement.

The unit encompasses an in-depth study of international institutions such as the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), WHO and specialised agencies such as United Nations High Commissioner for Refugees (UNHCR) and United Nations Office on Drugs and Crime (UNODC). Key areas of focus include the legal frameworks guiding their operations, their collaboration mechanisms with public services and the evaluation of their joint efforts in a range of scenarios. Students will explore strategic approaches to improving these partnerships, with the emphasis on governance, communication and resource optimisation.

On completing this unit, students will acquire critical analysis, planning and strategic development skills relevant to international relations and public service management. These competencies prepare students for a role in public service administration, international development and organisational consultancy, helping them to address global challenges through effective collaboration.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the roles and responsibilities of a range of international institutions

LO2 Explain how the identified international institutions collaborate with a range of public services

LO3 Analyse the effectiveness of the collaboration of public services and international institutions in an identified scenario

LO4 Propose a strategy for improving the collaboration between public services and international institutions for the identified scenario.

Essential Content

LO1 Investigate the roles and responsibilities of a range of international institutions

International institutions:

A range of key bodies, e.g.

United Nations (UN), Security Council, General Assembly, North Atlantic Treaty Organization (NATO), European Union, (EU), World Bank, International Monetary Fund (IMF), International Criminal Court (ICC), World Health Organization (WHO), INTERPOL (International Criminal Police Organisation), International Federation of Red Cross and Red Crescent Societies (IFRC), specialised agencies (e.g. UNODC (United Nations Office on Drugs and Crime), UNHCR (United Nations High Commissioner for Refugees)).

Roles and responsibilities:

Roles and responsibilities for a range of international institutions, e.g.

United Nations (UN), e.g. peacekeeping missions, conflict resolution, human rights promotion, international cooperation framework

UN Security Council, e.g. global peace and security, sanctions and military interventions, resolution of international conflicts, veto power for major powers

North Atlantic Treaty Organisation (NATO), e.g. military alliance collective defence (Article 5), crisis management, strategic security initiatives

INTERPOL (International Criminal Police Organisation cross-border crime prevention, international criminal database, support for law enforcement, fugitive tracking

International Criminal Court (ICC), e.g. prosecution of war crimes, genocide and crimes against humanity, judicial independence, global justice and accountability

UN General Assembly, e.g. policy-making body, diplomatic forum, international resolutions, global cooperation on policy

World Bank, e.g. poverty reduction, infrastructure financing, development projects, economic reforms

International Monetary Fund (IMF), e.g. economic stability, financial assistance to countries, debt restructuring, policy advice for fiscal health

European Union (EU), e.g. economic integration, trade agreements, financial regulation within Europe, regional development

World Health Organization (WHO), e.g. global health standards, disease prevention and control, emergency health response, health policy guidance

International Federation of Red Cross and Red Crescent Societies (IFRC), e.g. humanitarian aid, disaster relief, community health services, refugee support

United Nations Office on Drugs and Crime (UNODC), e.g. drug control, crime prevention, terrorism, justice, human trafficking

United Nations High Commissioner for Refugees, e.g. refugee protection, resettlement, asylum, emergency response, statelessness.

Legal frameworks and treaties:

A range of treaties and frameworks developed by international institutions e.g.

Charter of the United Nations (1945), Sustainable Development Goals (SDGs) (2015), International Health Regulations (IHR) (2005), Declaration on Fundamental Principles and Rights at Work (1998), Debt Sustainability Framework (DSF), International Development Association (IDA) Framework, Treaty of Lisbon (2009), General Data Protection Regulation (GDPR) (2018), Geneva Conventions (1949), The Hague Conventions (1899, 1907).

LO2 **Explain how the identified international institutions collaborate with a range of public services**

Police services:

UN: e.g. coordination with police for peacekeeping operations, training in humanitarian and security missions

Security Council: e.g. collaboration in counterterrorism efforts, sanctions enforcement

INTERPOL: e.g. intelligence sharing for transnational crime investigations, global policing standards, capacity-building programmes

ICC: e.g. investigations support in war crimes and human rights violations, witness protection programmes

UNODC: e.g. training and support in organised crime combating, drug trafficking, human trafficking

EU: e.g. cross-border cooperation through Europol, cybercrime, human trafficking.

Fire and rescue services:

UN: e.g. resource allocation guidance, policy guidance for disaster preparedness and response

WHO: e.g. training on hazardous material handling, training on disaster recovery efforts

IFRC: e.g. collaborative humanitarian aid in large-scale emergencies, disaster resilience programmes

World Bank: e.g. infrastructure funding for fire and rescue facilities in disaster-prone areas

EU: e.g. standardisation of fire and rescue protocols within member states.

Ambulance services:

WHO: e.g. guidance and training for emergency medical services during pandemics and public health crises

IFRC: e.g. disaster response coordination, humanitarian aid delivery

UN: e.g. funding and support for emergency medical response during natural disasters or conflicts, training programmes funding and resource allocation in remote regions

World Bank: e.g. capacity building for ambulance services in low-resource regions, development of infrastructure for high-altitude rescue operations

EU: e.g. financial support and standardisation of emergency medical protocols across member countries, cross-border collaboration in search and rescue missions.

Coastguard and mountain rescue services:

UN: e.g. support for maritime safety policies and refugee rescue operations

INTERPOL: e.g. intelligence sharing for smuggling, piracy, illegal fishing

EU: e.g. maritime safety regulations and operational funding through Frontex

UNHCR: e.g. collaboration on refugee rescue and border safety initiatives

World Bank: e.g. infrastructure funding for maritime security facilities and equipment

IFRC: e.g. support for search and rescue operations in disaster-prone areas

WHO: e.g. guidance on health and safety protocols during mountain rescue missions.

Military services:

UN: e.g. deployment in peacekeeping missions and disaster response initiatives

Security Council: e.g. military collaboration for counterterrorism, international sanctions enforcement

NATO: e.g. joint training exercises, crisis management, strategic defence operations

WHO: e.g. support for military hospitals and pandemic response logistics

ICC: e.g. collaboration in war crimes investigations, legal framework training

UNHCR: e.g. support for military operations in refugee assistance and border security

World Bank: e.g. infrastructure funding for military disaster response operations.

LO3 **Analyse the effectiveness of the collaboration of public services and international institutions in an identified scenario**

Strategic alignment and goals:

Alignment with objectives: e.g. shared goals, mission clarity, milestone tracking, outcome consistency

Policy and procedural evaluation: e.g. legal framework reviews, international standards compliance, conflict resolution mechanisms

Cultural and organisational alignment: e.g. operational compatibility, mutual role understanding, cultural sensitivity to local norms, leadership clarity.

Resource management and infrastructure:

Resource utilisation: e.g. efficient financial, technical, logistical, and human resource deployment, timely allocation, adequacy of support systems

Technological integration: e.g. advanced systems such as drones, GIS, AI, shared databases, scalable innovation assessment.

Operational coordination and impact:

Operational coordination: e.g. stakeholder communication, joint mission effort integration, emergency activity coordination

Impact on outcomes: e.g. measurable improvements such as response times, efficiency

Target achievements: e.g. crime reduction, safety enhancements, capacity building, trust development.

Data analysis and feedback:

Quantitative analysis: e.g. incident response data, financial expenditure, existing performance benchmarks, statistical evaluations

Qualitative analysis: e.g. stakeholder feedback, frontline responder interviews, focus group insights, public service personnel, international representatives, affected communities.

Indicators of success:

Response and timeliness: e.g. prompt action, adherence to aid delivery timelines, operational readiness

Community resilience and trust: e.g. long-term empowerment, trust-building with public and international stakeholders, perception of the collaboration's success among the affected population, safety, security, quality of life improvements

Scalability and replicability: e.g. model applicability to other regions or scenarios, transferability of success strategies.

LO4 **Propose a strategy for improving the collaboration between public services and the international institutions for the identified scenario**

Improving strategic alignment and governance:

Goal alignment: e.g. shared objectives, common priorities, unified vision

Scenario-specific frameworks: e.g. context-driven approaches, adaptable strategies, contingency readiness

Policy integration: e.g. regulatory alignment, procedural coherence, standard protocols

Clear roles and responsibilities: e.g. defined duties, accountability structures, operational clarity.

Improving communication and coordination:

Centralised coordination hubs: e.g. operational centres, liaison points, integrated command

Technology-driven communication: e.g. real-time updates, interoperable systems, secure channels

Regular briefings and feedback: e.g. continuous updates, progress assessments, collaborative adjustments.

Improving training and capacity building:

Joint training programmes: e.g. cross-functional exercises, skill development, scenario-based drills

Knowledge sharing: e.g. best practices, case studies, collaborative resources

Cultural sensitivity training: e.g. local context awareness, diversity appreciation, inclusivity practices

Training and preparedness: e.g. emergency readiness, simulation exercises, role-specific preparation.

Improving resource and infrastructure enhancement:

Resource optimisation: e.g. asset pooling, operational efficiency, shared capabilities

Technological integration: e.g. advanced tools, AI-driven systems, innovative solutions

Infrastructure development: e.g. facility upgrades, logistics hubs, operational scalability.

Improving community engagement and awareness:

Local partnerships: e.g. community collaboration, grassroots involvement, stakeholder trust

Public awareness campaigns: e.g. outreach efforts, educational initiatives, transparency

Feedback mechanisms: e.g. community input, operational reviews, participatory assessments.

Improving financial and logistical sustainability:

Sustainable funding models: e.g. co-financing, equitable resource distribution, grant allocations

Streamlined logistics: e.g. unified supply chains, efficient distribution, rapid deployment.

Improving monitoring, evaluation, and conflict management:

Monitoring and evaluation frameworks: e.g. performance metrics, compliance tracking, continuous improvement

Conflict resolution mechanisms: e.g. dispute management, mediation protocols, collaborative problem solving.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the roles and responsibilities of a range of international institutions</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using real-world examples, the effectiveness of the collaboration between the international institutions and the public services in the context of their legislative framework.</td></tr>
<tr><td>P1 Discuss the roles and responsibilities of a range of major international institutions that affect public services.

P2 Review the various treaties developed by international institutions that govern their operation.</td><td>M1 Assess, using real-world examples, the effectiveness of a range of the international institutions in relation to treaties and framework adherence.</td></tr>
<tr><td colspan="2">LO2 Explain how the identified international institutions collaborate with a range of public services</td></tr>
<tr><td>P3 Investigate, using real-world examples, the collaboration between international institutions and peacekeeping public services.

P4 Discuss, using real-world examples, the collaboration between international institutions and humanitarian public services.</td><td>M2 Analyse, using real-world examples, the effectiveness of the collaboration between international institutions and public services.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Analyse the effectiveness of the collaboration of public services and international institutions in an identified scenario		**LO3 and LO4** **D2** Evaluate the success of the collaboration between public services and the international institutions for the identified scenario, in the context of the improved strategy.
P5 Review, using real-world examples, the collaboration between international institutions and public services in an identified scenario. **P6** Assess the impact of the collaboration on achieving objectives for an identified scenario.	**M3** Analyse factors influencing the effectiveness of the collaboration between public services and the international institutions.	
LO4 Propose a strategy for improving the collaboration between public services and international institutions for the identified scenario		
P7 Develop a strategy to improve the collaboration between public services and the international institutions for the identified scenario. **P8** Review the developed strategy with a range of relevant stakeholders to identify strengths and areas for improvement.	**M4** Refine the strategy, using the feedback obtained from the identified stakeholders, for the improved collaboration between public services and the international institutions for the identified scenario.	

Recommended Resources

Textbooks

Armstrong, D., Lloyd, L. and Redmond, J. (2004). *International Organisations in World Politics.* London: Bloomsbury

Baylis. J, Owens. P, Smith, S. (2022). *The Globalization of World Politics: An Introduction to International Relations*. 9th Ed. Oxford: Oxford University Press.

C. Weber (2021). *International Relations Theory: A Critical Introduction*. 5th Ed. Abingdon, Oxon; New York, NY: Routledge.

Daws, S. and Weiss, T. G. (2020). *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.

Dijkstra, H. (2017). *International Organizations and Military Affairs*. Abingdon, Oxon; New York, NY: Routledge.

Hite, K. and Seitz, J. (2021). *Global Issues: An Introduction*, 6th Ed. New Jersey: John Wiley & Sons.

Hix, S. and Høyland, B. (2022). *The Political System of the European Union.* 4th Ed. London: Bloomsbury.

Johnson, T., Karns, M. P., Mingst, K. A. (2024). *International Organizations: The Politics and Processes of Global Governance.* 3rd Ed. Boulder, Colorado: Lynne Rienner.

Kaldor, M. (2018). *Global Security Cultures.* Cambridge: Polity Press.

Ramsbotham, O., Miall, H. and Woodhouse, T. (2016). *Contemporary Conflict Resolution.* 4th Ed. Cambridge: Polity Press.

Websites

www.amnesty.org/en	Amnesty International (General reference)
european-union.europa.eu/index_en	European Union (General reference)
www.ifrc.org/who-we-are/international-red-cross-and-red-crescent-movement	The International Red Cross and Red Crescent Movement (General reference)
www.interpol.int/en	Interpol (General reference)
www.nato.int	North Atlantic Treaty Organization (General reference)

www.worldbank.org/ext/en/home	The World Bank (General reference)

Journals and articles

Stone Mackinnon, E. (2022). 'Amnesty International and Human Rights', *A Companion to Arthur C. Danto*, pp. 301–308. Available at doi: doi.org/10.1002/9781119154242.ch34.

Filho, W. L., Wall, T., Salvia, A. L. et al. 'The central role of climate action in achieving the United Nations' Sustainable Development Goals', *Scientific Reports,* 13. Available at doi: doi.org/10.1038/s41598-023-47746-w.

Stalcup, M. (2013). 'Interpol and the Emergence of Global Policing', *Policing and Contemporary Governance*. New York: Palgrave Macmillan. Available at doi: doi.org/10.1057/9781137309679_10.

Weiss, T. G. (2009). 'What Happened to the Idea of World Government', *International Studies Quarterly*, [online] 53(2), pp. 253–271. Available at doi: https://www.jstor.org/stable/27735096.

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 416: Modern Warfare and Conflict

Unit 507: Emergency Services Collaboration

Unit 508: Rescue Operations

Unit 516: Application of Sociological Theory in Public Services

Unit 518: International Policing.

Unit 513: Management of an Outdoor Event

Unit code	**F/651/4724**
Unit level	**5**
Credit value	**15**

Introduction

Planning and delivering an outdoor event requires attention to legislation, health and safety requirements, and effective marketing strategies to engage the target audience. This unit is designed to help students investigate the complexities of organising such events, ensuring they meet all legal standards and effectively engage their intended audience.

The unit covers a broad spectrum of topics essential to the successful planning and delivery of outdoor events. Key areas of focus include legislative and health and safety requirements, event planning and logistics, marketing strategies and post-event evaluation. Students will explore the specific legislation governing outdoor events, develop comprehensive event plans and create marketing strategies tailored to their target audience. Each topic is designed to build on the previous one, providing a cohesive and progressive learning experience. The unit is structured to give students the skills needed to address the complexities of outdoor event planning, ensuring that they can create engaging and well-organised events.

On successful completion of this unit, students will have developed a robust set of organisational, administrative and logistical skills in the context of outdoor event planning. They will be able to navigate legislation and health and safety requirements, plan and market an event effectively and deliver an engaging outdoor event. Students will also understand how to review and assess the effectiveness of an event, identifying strengths and areas for improvement. These skills are directly linked to employment opportunities in event planning and management, helping students apply 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:

LO1 Explore the legislation and health and safety requirements necessary when planning for an outdoor event

LO2 Plan an outdoor event, marketed for an appropriate audience

LO3 Deliver an outdoor event that will engage an identified audience

LO4 Review the effectiveness of the outdoor event for the identified audience.

Essential Content

LO1 Explore the legislation and health and safety requirements necessary when planning for an outdoor event

Legislation:

Health and Safety Executive (HSE), considering potential risks, first aid, emergency procedures

Health and Safety at Work etc. Act (1974), Management of Health and Safety at Work Regulations (1999), Workplace (Health, Safety and Welfare) Regulations (1992).

Functions of health and safety legislation:

Health and Safety Executive: e.g. its roles and responsibilities, roles and responsibilities for organisations

Subsidiary bodies/agencies: e.g. local authority, environmental health services.

Health and safety requirements for outdoor events:

Checking, including equipment, environment, knowledge of participants

Security considerations including individual protection, small crime, larger risks, e.g. bomb threats, terrorist incidents

Risk assessments including identification, severity assessment, mitigation, prevention and solution

Duty of care including employers, employees, service users, organisations

Emergency requirements including first-aid trained staff, external agencies (e.g. St John Ambulance, Ambulance Service/paramedics, Fire and Rescue), equipment, (e.g. defibrillator, EpiPens, basic first aid).

LO2 Plan an outdoor event, marketed for an appropriate audience

Event concept:

Purpose and theme: defining the event's purpose (e.g. community engagement, environmental awareness, health promotion), theme development including consistency, audience attraction, audience engagement

Target audience: audience demographics (e.g. age, gender, sexual orientation, family dynamic, interests) and potential needs (e.g. families, young professionals, local residents)

Stakeholder engagement: stakeholder identification including local authorities, sponsors, vendors, community leaders, public services, e.g. police, ambulance/paramedics, Fire and Rescue

Success criteria: Key Performance Indicators (KPIs), success criteria, e.g. financial, audience numbers, audience awareness, audience engagement, post-event social media presence.

Event planning and logistics:

Venue selection: selection criteria (e.g. accessibility, capacity, safety considerations, facilities, convenience, transport links) based on audience size and event type.

Permits and legal requirements: acquiring necessary permits, licences, and insurance, legal requirements, e.g. local regulations (e.g. size, noise, safety, environment) event legality

Health and safety planning: event risk assessments including identification, severity assessment, mitigation, prevention and solution, on-site medical services, emergency response plan

Security planning: security staff, staff training, event security, e.g. CCTV cameras, bag checking, pat downs, drug, and alcohol policies, threat risk assessments

Financial planning: budget preparation, accounting software, sources of income (e.g. sponsorship, grants, tickets, merchandise), costs (e.g. venue, staff, concessions, medical, transportation, IT, event communications), marketing

Staff planning: event roles and responsibilities including event director, director deputies, public liaison, general staff

Logistic planning: catering, event equipment, accommodation, transportation, event setup and takedown, communication requirements, e.g. walkie-talkies, PA system, Wi-Fi

Scheduling: list of event activities, activity order, activity duration, activity sequence including sequential/parallel, contingency planning.

Event marketing:

Branding and promotion: developing event branding (e.g. logos, visuals, colour scheme), marketing channels including social media (e.g. Facebook, X, Instagram, TikTok) giveaways, promotions, partnerships (e.g. online influencers, local communities, corporate, local government), advertising (e.g. social media, flyers, local media, community engagement, community events)

Marketing budget: allocating budget for marketing channels, reach vs. cost

Gauging impact: social media interaction (e.g. likes, shares, comments, up/down votes, trending, ‘going viral’, analytics), web enquiries, phone calls, advance ticket sales.

LO3 **Deliver an outdoor event that will engage an identified audience**

Pre-event logistics:

Event setup: e.g. venue preparation, equipment, stages, seating, signage, electronics (including sound, lighting, communications)

Transportation control, e.g. buses, coaches, car parking, stewards, traffic control (e.g. volume flow, entry/exit, police coordination)

Venue management: venue liaison, accessibility, toilet access, health and safety preparations

Staff management: role allocation, volunteer management, chains of command, understanding roles and responsibilities

Concession management including stalls, food and drink, merchandise shops, tills, payment options (e.g. card payments, cash).

Event operations:

Audience flow and safety: crowd control mechanisms (e.g. stewards, clear signposts, site maps) easy navigation, attendee safety, queue systems and management

Schedule management: contingency planning, unforeseen circumstances (e.g. weather conditions, technical issues), attendance issues (e.g. transportation, non-attendance, late starts), schedule modification

Technology integration: e.g. mobile apps, live streaming, event hashtag campaigns, real-time updates

Event activities: schedule of performances, interactive sessions, workshops, photo opportunities

Health and safety: compliance with safety regulations, first-aid provisions, emergency exits, ongoing safety monitoring, venue security, ongoing threat assessments, monitoring CCTV

Customer complaints: complaints process, dealing with complaints, chain of command, refunds.

Communication and teamwork:

Communication tools (e.g. radios, apps, mobile phones, PA system)

Team coordination including team structure, roles, hierarchy, chain of command, team cohesion, conflict resolution, benefits and risks

Team roles: e.g. operational teams, problem-solving teams, project teams, customer teams.

LO4 **Review the effectiveness of the outdoor event for the identified audience**

Data collection and analysis:

Post-event surveys: e.g. audience surveys, audience feedback forms, survey analysis (e.g. attendee satisfaction, audience engagement)

Attendance metrics: e.g. attendance figures, demographic breakdown, consumer metrics (ticket sales, concession sales, merchandising sales)

Digital metrics: social media analytics (e.g. hashtag usage, post shares, likes, dislikes comments), event website traffic.

Evaluating event success:

Achievement of objectives: meeting original goals (e.g. increased community engagement, awareness raised, audience engagement), KPIs, operational efficiency, health and safety (e.g. management of incidents, quality of provisions, levels of provision, overall event safety, management of security incidents)

Stakeholder feedback: including vendors, venue, sponsors, staff, volunteers, external services, feedback including event execution, audience impact, audience engagement, initial strengths and weaknesses.

Improvement and future recommendations:

Theories of reflection: e.g. Kolb's learning styles, Schön's learning, reflection and change model, Gibbs' reflective cycle

Strengths and weaknesses: event successes and areas for improvement; staff evaluations including team performance and individual performance; evaluation tools, e.g. SWOT analysis, KPIs, 360° feedback, audience feedback

Process documentation: reference documentation including planning, implementation, feedback, documentation for the future

Future recommendations: actionable improvements based on review, e.g. audience reach, audience engagement, activity quality, venue concerns, logistics, safety or security.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the legislation and health and safety requirements necessary when planning for an outdoor event		
P1 Explore the legislative requirements necessary when planning an outdoor event. **P2** Review the health and safety requirements necessary when planning for an outdoor event.	**M1** Assess the legislation and health and safety requirements necessary when planning for an outdoor event.	**D1** Evaluate the legislation and health and safety requirements necessary to manage an outdoor event.
LO2 Plan an outdoor event, marketed for an appropriate audience		
P3 Plan an outdoor event, and associated marketing strategy, based on a given scenario. **P4** Perform a comprehensive risk assessment and health and safety analysis of the proposed outdoor event.	**M2** Review the plan, marketing strategy and health and safety analysis of the proposed outdoor event against the event requirements.	**D2** Evaluate the effectiveness of the comprehensive event plan and safety analysis in being able to successfully achieve the scenario goals.

Pass	Merit	Distinction
LO3 Deliver an outdoor event that will engage an identified audience		
P5 Carry out a comprehensive pre-event assessment for the day of an outdoor event. **P6** Deliver an outdoor event that will engage an identified audience, using effective teamwork.	**M3** Deliver an effective outdoor event for an identified purpose that engages an audience, ensuring that all identified event requirements are met.	**D3** Evaluate the effectiveness of the outdoor event carried out for an identified purpose, suggesting recommendations for the future.
LO4 Review the effectiveness of the outdoor event for the identified audience		
P7 Review the delivery of the outdoor event against the identified goals, describing strengths and areas for improvement. **P8** Assess personal and team performance during the outdoor event, including strengths and areas for development.	**M4** Analyse the effectiveness of the outdoor event against identified goals, including strengths and areas for development.	**D4** Critically evaluate roles and need for management in an outdoor event setting.

Recommended Resources

Textbooks

Alexandris, K. (2013). *Performance Measurement and Leisure Management.* Abingdon, Oxon; New York; NY: Routledge.

Antchak, V. and Ramsbottom, O. (2019). *The Fundamentals of Event Design*. Abingdon, Oxon; New York; NY: Routledge.

Berners, P. (2018). *The Practical Guide to Managing Event Venues.* Abingdon, Oxon; New York, NY: Routledge.

Dowson, R., Albert, B. and Lomax, D. (2022). *Event Planning and Management.* London: Kogan Page.

Tarlow, P. E. (2002). *Event Risk Management and Safety.* New Jersey: John Wiley & Sons.

Torkildsen, G. (2022). *Torkildsen's Sport and Leisure Management.* 7th Ed. Abingdon, Oxon; New York, NY: Routledge

Websites

www.hse.gov.uk/event-safety/incidents-and-emergencies.htm	Health and Safety Executive Planning for incidents and emergencies (General reference)
nationalcareers.service.gov.uk/job-profiles/events-manager	GOV UK Events manager (General reference)
www.leisuremanagement.co.uk/index.cfm	Leisure Management Publisher of business magazines for the leisure industry (General reference)
www.sportengland.org	Sport England Outdoors (General reference)

Journals and articles

Brown, T. and Stokes, P. (2021). 'Events management as a community of practice', *Journal of Hospitality and Tourism Insights*, 4(2), pp. 224–242. Available at doi: doi.org/10.1108/jhti-09-2020-0157.

Hamilton, T. A. and Cooper, C. (2001). 'The impact of outdoor management development (OMD) programmes', *Leadership & Organization Development Journal*, 22(7), pp. 330–340. Available at doi: doi.org/10.1108/eum0000000006163.

Kourtesopoulou, A. and Kriemadis, A. (2020). 'Exploring the influence of Outdoor Management Development (OMD) program on leadership and teamwork competencies', *Journal of Adventure Education and Outdoor Learning*, 21(3), pp. 247–260. Available at doi: doi.org/10.1080/14729679.2020.1784763.

Salmon, P., et al. (2010). 'Systems-based accident analysis in the led outdoor activity domain: application and evaluation of a risk management framework', *Ergonomics*, 53(8), pp. 927–939. Available at doi: doi.org/10.1080/00140139.2010.489966.

Links

This unit links to the following related units:

Unit 418: Outdoor Skills Development

Unit 514: Expedition Planning.

Unit 514: Expedition Planning

Unit code: **H/651/4725**

Unit level: **5**

Credit value: **15**

Introduction

Expedition planning is an essential component of operations in public services, in particular the armed forces and search and rescue teams. Effective planning ensures that resources are utilised efficiently, objectives are met and the safety of personnel and the public is prioritised. This unit focuses on the principles and practices of expedition planning, considering safety and planning processes.

This unit will help students to develop the skills and knowledge necessary to carry out a safe expedition. Students will consider the different needs for expeditions and how public services have been essential in supporting them. Students will delve into the fundamental aspects of expedition planning, including identifying objectives, performing risk assessments and managing financial and logistical elements. Through direct application, students will plan, carry out and evaluate their expeditions within given scenarios. This hands-on approach ensures that students gain comprehensive understanding that prepares them to tackle real-world challenges in diverse expedition contexts.

On successful completion of this unit, students will have developed critical thinking, problem-solving and organisational skills essential for effective expedition planning. They will be able to assess risks, create detailed operational plans and communicate effectively with team members. These skills will give students a competitive edge, making them a valuable asset in roles such as Project Manager and Strategic Planner in public services.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Review the different types of expeditions and their importance

LO2 Plan an expedition for a given scenario

LO3 Carry out an expedition for an identified purpose

LO4 Review the performance of an expedition against identified goals.

Essential Content

LO1 Review the different types of expeditions and their importance

The uses of expeditions:

Military: e.g. strategy development, team building, geographical knowledge, preparedness, support national security, testing of new hardware and technology

Humanitarian: e.g. relief provision, natural disaster support, surveying, medical support, food and shelter, rebuilding post disaster

Adventure: e.g. group challenges, physical components (e.g. endurance, work in harsher climates, skill development)

Scientific expeditions: e.g. research and data, study of natural phenomena, environmental changes, mitigate natural disaster

Successful expeditions: case studies of successful expeditions, e.g. humanitarian efforts.

The different types of expeditions:

Terrain expeditions including mountaineering, oceanography, polar, desert, objective based, e.g. environmental, meeting aims (e.g. reach summits)

The differing roles within different types of expeditions, e.g. researchers, research assistants, mountain leaders, expedition leaders, technical crew

Definitions and importance: organisation of personnel, equipment and resources, development of skills for emergency responses, support wider government initiatives, e.g. sustainability, developing cultural understanding.

LO2 Plan an expedition for a given scenario

Expedition planning requirements:

Expedition objectives, purpose, success criteria

Financial planning including funding sources, budget requirements and allocation

Other planning requirements including scheduling, milestones, deadlines, contingencies

Expedition 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.

Route planning:

Route selection, activity selection, group aims

Route card completion, e.g. breakdown of locations, timings, distance covered, navigational pointers

Risk assessment methodologies:

Identifying risks: techniques for identifying potential risks including brainstorming sessions, checklists SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, different types of risk assessment, e.g. generic, specific and dynamic, validity of risk assessment types.

Evaluating risks:

Likelihood and impact of identified risks, evaluation tools, e.g. risk matrices, qualitative assessments

Checking of equipment, environment, knowledge of participants, severity of risks, solutions for risks.

Risk management and safety procedures:

Potential issues, contingency plans mitigation strategies.

Health and safety assessment:

Legislation: Health and Safety Executive (HSE), considering potential risks, first aid, emergency procedures, Health and Safety at Work etc. Act (1974), Management of Health and Safety at Work Regulations (1999), Workplace (Health, Safety and Welfare) Regulations (1992)

Safety procedures: e.g. first-aid situations, lost as a group, lost a member of the group, lack of communication, lost equipment, malfunctioning equipment, breakdown of morale, environmental emergencies (e.g. weather, wildlife, local populations)

Group health and safety: e.g. medical forms, contact details, expected return time and date, insurance and weather forecasts

Team coordination: duty of care to employers, employees, service users, organisations, flexibility and adaptability.

LO3 **Carry out an expedition for an identified purpose**

Responsibilities:

Goal setting: skills audit, identifying current skills levels, identify gaps in skills set, setting SMART objectives (specific, measurable, achievable, realistic, time-bound) including individual and group.

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 campsite, camp administration.

Demonstrate advanced techniques:

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.

LO4 **Review the performance of an expedition against identified goals**

Planning review:

Gain feedback from instructors/expedition members, peers, review group cohesion, designation of roles, leadership, communication, problem solving and decision making, milestones, contingencies, risks.

Performance review:

Performance against goals including expedition objectives, success criteria, fitness for purpose

Planning vs. actual, e.g. milestones, contingencies, risks, equipment requirements, health and safety.

Analyse personal and group performance:

Self-reflection of strengths and areas for improvement, SMART targets (including personal, group), data collection (e.g. group discussions, surveys, feedback forms, interviews), real-time data collection, wearable technologies (e.g. performance monitor, health monitors, altimeters, compass), GPS, radio communications.

Offer recommendations for the future:

Targets, personal development plan, lessons learned, link of future recommendation to national governing body training criteria.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Review the different types of expeditions and their importance</td><td rowspan="2">D1 Evaluate, with examples, the effectiveness of a range of expeditions in meeting their objectives.</td></tr>
<tr><td>P1 Describe, with examples, a range of different types of expeditions.
P2 Discuss the importance of the different types of expeditions.</td><td>M1 Analyse, with examples, the importance of expeditions in supporting a variety of projects.</td></tr>
<tr><td colspan="2">LO2 Plan an expedition for a given scenario</td><td rowspan="2">D2 Evaluate the effectiveness of the comprehensive plan and safety analysis in being able to successfully achieve the scenario goals.</td></tr>
<tr><td>P3 Plan an expedition based on a given scenario.
P4 Perform a risk assessment and health and safety analysis of the proposed expedition.</td><td>M2 Review the plan, risk analysis and health and safety analysis of the proposed expedition against the scenario goals.</td></tr>
<tr><td colspan="2">LO3 Carry out an expedition for an identified purpose</td><td rowspan="4">LO3 and LO4
D3 Evaluate the success of the expedition carried out for an identified purpose, suggesting recommendations for the future.</td></tr>
<tr><td>P5 Assess a range of SMART objectives for individual expedition members and the group as a whole.
P6 Carry out an expedition for an identified purpose.</td><td>M3 Carry out an effective expedition for an identified purpose, ensuring that all identified SMART targets are met.</td></tr>
<tr><td colspan="2">LO4 Review the performance of the expedition against identified goals</td></tr>
<tr><td>P7 Review the performance of the expedition against identified goals.
P8 Assess personal and group performance during an expedition, including strengths and areas for development.</td><td>M5 Analyse the performance of the expedition against identified goals, including strengths and areas for development.</td></tr>
</table>

Recommended Resources

Textbooks

Barton, B. (2007). *Safety, Risk and Adventure in Outdoor Activities*. London: Sage Publications.

Langmuir, E. (2013). *Mountaincraft and Leadership*. 4th Ed. Conwy: Mountain Training Boards of England and Scotland.

Long, S. (2003). *Hill Walking: The Official Handbook of the Mountain Leader and Walking Group Leader Schemes*. Conwy: Mountain Training Boards of England and Scotland.

Priest, S. and Gass, M. (2005). *Effective Leadership in Adventure Programming*. 2nd Ed. Champaign, IL: Human Kinetics.

Thomas, M. (2014). *Expedition into Empire: Exploratory Journeys and the Making of the Modern World*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.inspire22.co.uk	Inspire 22 (General reference)
outdoor-learning.org	Institute for Outdoor Learning (General reference)
thebmc.co.uk/en	British Mountaineering Council (General reference)

Journals and articles

Allan, J. et al. (2020). 'Health and Wellbeing in an Outdoor and Adventure Sports Context', *Sports*, 8(4). Available at doi: doi.org/10.3390/sports8040050.

Charlot, K. et al. (2021). 'An augmented food strategy leads to complete energy compensation during a 15-day military training expedition in the cold', *Physiological Reports*, 9(11). Available at doi: doi.org/10.14814/phy2.14591.

Devonport, T. J., Lane, A. M. and Lloyd, J. (2011). 'Keeping Your Cool: A Case Study of a Female Explorer's Solo North Pole Expedition', *Wilderness & Environmental Medicine*, 22(4), pp. 333–337. Available at doi: doi.org/10.1016/j.wem.2011.07.003.

Leshem, N. and Pinkerton, A. (2018). 'Rethinking expeditions: On critical expeditionary practice', *Progress in Human Geography*, 43(3), pp. 496–514. Available at doi: doi.org/10.1177/0309132518768413.

Links

This unit links to the following related units:

Unit 417: Fitness Preparation and Testing

Unit 418: Outdoor Skills Development

Unit 513: Management of an Outdoor Event.

Unit 515: Cyber Security

Unit code	**J/651/4726**
Unit level	**5**
Credit value	**15**

Introduction

The use and abilities of technology have increased significantly in the last 100 years and with this has come a rise in the importance of staying 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 in 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. Students will make extensive use of real-world case studies to see how the threat landscape has evolved and to help them understand the nature, consequences and potential mitigation strategies for a range of cyber threats.

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. These skills could lead to potential job roles such as IT Forensic Analyst, IT Security Specialist, Security Engineer and Cyber Security Specialist.

Learning Outcomes

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

LO1 Explore the basic concepts of cybercrime

LO2 Investigate roles and responsibilities in relation to cyber security

LO3 Review the threats to, and vulnerabilities in, cyber security

LO4 Investigate the response to cyber security threats.

Essential Content

LO1 **Explore the basic concepts of cybercrime**

Cybercrime overview:

Definitions of cybercrime, history and evolution of cybercrime, types of cybercriminals, organised cybercrime, hacktivism, state-sponsored attacks, cyber espionage, cyber terrorism

Key definitions: cyber, cybercrime, cyber security, malicious cyber activity, hacking, cracking, malware, viruses, phishing, cyber resilience.

Categories of cybercrime:

Crimes against individuals: e.g. identity theft, online harassment, cyberstalking, phishing, online fraud

Crimes against property: e.g. malware attacks, ransomware, data breaches, intellectual property theft, website defacement

Crimes against government: e.g. cyber warfare, political hacking, critical infrastructure attacks, interference with electoral processes

Soft targets attacks: meaning of soft target, nature of soft target, examples of soft targets including schools, hospitals, local councils, local service providers, vulnerable individuals, e.g. under 16, elderly, IT literacy, mental impairment.

Cyber security fundamentals:

Understanding CIA Triad (Confidentiality, Integrity, Availability), risk management principles, network security basics, encryption, authentication, authorisation, access controls (e.g. user, software, hardware, device, location).

Cybercrime laws and regulations:

Overview of national and international cybercrime laws, e.g. UK General Data Protection Regulations, Privacy and Electronic Communications Regulations (PECR) Computer Misuse Act, Cybersecurity Information Sharing Act (CISA), and cybercrime treaties.

Case studies in cybercrime:

Botnets (e.g. Earthlink Spammer, Mirai), virus attacks (e.g. I Love You virus, Code Red virus), ransomware attacks, e.g. (WannaCry virus, Colonial Pipeline), DDOS attacks (e.g. Google 2020, AWS 2020), data breaches (e.g. Sony PlayStation Network 2011, Capita Breach 2023), impact analysis, legal responses, lessons learned.

LO2 **Investigate roles and responsibilities in relation to cyber security**

Cyber security governance:

Role of boards and senior management in cyber security, risk assessment and risk management frameworks, cyber security policy development, security culture in organisations.

Key roles in cyber security:

Chief Information Security Officer (CISO): responsibilities, strategic planning, incident response oversight

Security analysts: threat analysis, monitoring, vulnerability assessments, incident management

Penetration testers (ethical hackers): role in proactive defence, conducting penetration tests, red teaming

IT security administrators: network defence, patch management, endpoint protection

Incident responders: handling breaches, post-incident analysis, containment strategies.

Legal and ethical responsibilities:

Compliance with cyber security laws, ethical hacking practices, data protection obligations, responsibilities under GDPR and other regulatory frameworks.

Collaboration and reporting:

Internal stakeholders: e.g. IT teams, legal departments, HR

External stakeholders: e.g. law enforcement agencies, cybercrime units, third-party vendors, cyber security organisations

Public-private partnerships: e.g. information sharing agreements

Cybersecurity and Infrastructure Security Agency (CISA) partnerships.

Cyber security training and awareness:

Role of employee training in cyber security, phishing simulation programs, building security awareness, Continuous Professional Development for cyber security professionals.

Ethical considerations in cyber security:

Privacy vs. security: balancing rights and security needs

Whistleblowing policies: reporting vulnerabilities and unethical practices

Code of ethics for cyber professionals: standards of conduct, integrity in digital investigations.

LO3 **Review the threats to, and vulnerabilities in, cyber security**

Cyber security threat landscape:

Emerging threats: zero-day vulnerabilities, Internet of Things (IoT) devices, AI deepfake technology misuse, supply chain attacks

Persistent threats: insider threats, nation-state actors, corporate espionage, ransomware trends.

Types of threats:

Definition of threat

Physical security threats: unauthorised access, device theft, leaving devices on public transport

Threat actors: definition, roles and responsibilities, types of actors, including human (cyber criminals, organised crime groups, states and state-sponsored activity, terrorists, hacktivists, script kiddies, insiders (knowing and accidental)), digital (e.g. text messaging, chatbot, AI language generation)

Type of attack including infiltration, exfiltration, penetration

Malware: viruses, worms, Trojans, spyware, adware, ransomware

Social engineering attacks including phishing, spear phishing, smishing, vishing, baiting, pretexting, quid pro quo, shoulder surfing, tailgating

Denial of Service (DoS): e.g. Distributed Denial of Service (DDoS), botnets, amplification attacks.

Vulnerability types:

Definition of vulnerability

Software vulnerabilities: open-source vs. proprietary, lack of updates, patch issues (frequency, deployment, automation), anti-virus scans, bugs, new features, operating system (OS) updates

Hardware vulnerabilities: firmware, USB drives, default passwords, encryption, software compatibility, unrestricted local access

Human factor vulnerabilities: social engineering, lack of training, user errors, password issues (weak passwords, shared passwords, password managers, password security).

Threat intelligence:

Gathering and using threat intelligence, feeds and tools, strategic vs. tactical intelligence, role of Information Sharing and Analysis Centers (ISACs).

Risk analysis and mitigation:

Assessing risk levels, prioritising mitigation efforts, using risk matrices, developing risk treatment plans, integrating risk management into organisational strategy.

LO4 **Investigate the response to cyber security threats**

Organisations:

Organisations: e.g. police, National Crime Agency (NCA), National Cybercrime Unit (NCCU), Military Cyber Security Operations Centre (MCSOC), Regional Organised Crime Units (ROCUs), 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:

Legislation: e.g. UK General Data Protection Regulation (GDPR), Computer Misuse Act 1990, Regulation of Investigatory Powers Act 2000 (in process of being updated), Privacy and Electronic Communications Regulations (PECR) Cybersecurity Information Sharing Act (CISA), Serious Crime Act 2015, Terrorism Act 2000.

Incident response:

NIST cyber security framework: identify, protect, detect, respond, recover

SANS incident handling steps: preparation, identification, containment, eradication, recovery, lessons learned

ISO/IEC 27001/27035: information security management systems, structured response processes

Incident Response Teams (IRTs): formation, roles and responsibilities, communication strategies, training and readiness exercises

Mitigation and recovery strategies: system restoration, malware cleanup, data recovery techniques, post-incident evaluation, lessons learned, continuous improvement.

Legal and regulatory considerations:

Reporting data breaches, role of the ICO, cooperating with law enforcement, adherence to legal standards, international cyber laws, jurisdictional challenges.

Post-incident review and improvement:

Conducting after-action reviews, updating policies, refining security controls, documenting lessons learned, training updates, stakeholder feedback.

National and international response:

National strategies: e.g. UK National Cyber Security Strategy – defend, deter, develop, USA Department of Defence, five strategic goals

Interpol global cybercrime strategy, five activity streams

Collaboration: developing opportunities for collaborative training across agencies (e.g. government, armed forces, industry, academia)

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

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the basic concepts of cybercrime</td><td rowspan="4">LO1 and LO2

D1 Evaluate the effectiveness of the roles, responsibilities and legislation in helping to prepare for a cyber security incident, with reference to a real-world case study.</td></tr>
<tr><td>P1 Discuss the evolution of cybercrime, with reference to real-world case studies.

P2 Review the different categories of cybercrime and how legislation has responded to deal with this.</td><td>M1 Analyse the effectiveness of the various cybercrime legislation on different categories.</td></tr>
<tr><td colspan="2">LO2 Investigate roles and responsibilities in relation to cyber security</td></tr>
<tr><td>P3 Explain the key roles that are involved in the event of a cyber security incident.

P4 Discuss the various responsibilities and considerations that must be taken into account in the case of a cyber security incident, with reference to real-world case studies.</td><td>M2 Analyse the effectiveness of the various cyber security roles and responsibilities, with reference to real-world case studies.</td></tr>
<tr><td colspan="2">LO3 Review the threats to, and vulnerabilities in, cyber security</td><td rowspan="4">LO3 and LO4

D2 Evaluate the responses that have been implemented by different organisations in response to cyber security threats, with reference to real-world case studies.</td></tr>
<tr><td>P5 Explore a range cyber security threats, with reference to real-world case studies.

P6 Review the different types of vulnerabilities that can be exploited, with reference to a range of real-world case studies.</td><td>M3 Assess the impact of a range cyber security threats and vulnerabilities on individuals, systems and governments, with reference to real-world case studies.</td></tr>
<tr><td colspan="2">LO4 Investigate the response to cyber security threats</td></tr>
<tr><td>P7 Review the different organisations that can be involved in the response to cyber security threats.

P8 Investigate the types of response that can be implemented in response to cyber security threats.</td><td>M4 Analyse the effectiveness of different responses to cyber security threats with reference to real-world case studies.</td></tr>
</table>

 © Pearson Education Limited 2025

Recommended Resources

Textbooks

Amoroso, E. and Amoroso, M. (2017). *From CIA to APT: An Introduction to Cyber Security.* Independently published.

Ozkaya, E. (2019). *Cybersecurity: The Beginner's Guide*. Birmingham: Packt Publishing.

Gillespie, A. A. (2019). *Cybercrime: Key Issues and Debates*. 2nd Ed. Abingdon, Oxon; New York, NY: Routledge.

Grabosky, G. (2015). *Cybercrime: Keynotes in Criminology and Criminal Justice Series.* Oxford: Oxford University Press.

Ryan, M. and Fitzmaurice, A. (2024). *51 Essential Cyber Terms Explained for Leaders*. Independently published.

Stevens, T. (2015). *Cyber Security and the Politics of Time*. Cambridge: Cambridge University Press.

Sutton, D. (2017). *Cyber Security: A Practitioner's Guide*. Swindon: BCS.

Websites

interpol.int	Interpol Crime areas, cybercrime (General reference)
nationalcrimeagency.gov.uk	National Crime Agency Crime threats, cybercrime (General reference)
ncsc.gov.uk	National Cyber Security Centre (General reference)
www.cyber.gc.ca/en/guidance/introduction-cyber-threat-environment	Canadian Centre for Cyber Security 'An introduction to the cyber threat Environment' (General reference)
www.ukcybersecuritycouncil.org.uk	UK Cyber Security Council (General reference)

Journals and articles

AlDaajeh, S. et al. (2022). 'The role of national cybersecurity strategies on the improvement of cybersecurity education', *Computers & Security*, 119(1). Available at doi: doi.org/10.1016/j.cose.2022.102754.

Jang-Jaccard, J. and Nepal, S. (2019). 'A survey of emerging threats in cybersecurity', *Journal of Computer and System Sciences*, [online] 80(5), pp. 973–993. Available at doi: doi.org/10.1016/j.jcss.2014.02.005.

Martínez Torres, J., Iglesias Comesaña, C. and García-Nieto, P. J. (2019). 'Review: machine learning techniques applied to cybersecurity', *International Journal of Machine Learning and Cybernetics*. 10, pp. 2823–2836. Available at doi: doi.org/10.1007/s13042-018-00906-1.

Links

This unit links to the following related units:

Unit 413: Terrorism and Counterterrorism

Unit 504: Serious and Organised Crime

Unit 506: Critical Infrastructure Protection.

Unit 516: Application of Sociological Theory in Public Services

Unit code: K/651/4727

Unit level: 5

Credit value: 15

Introduction

Sociology provides a framework for understanding societal structure, individual and group behaviour, and the role of public institutions. Public services operate in diverse communities and must adapt to varying social issues and inequalities. In this unit, students will explore key sociological theories, processes of socialisation, the impact of institutions and the role of public services in addressing social issues and inequalities. Through this exploration, students gain insight into how sociological perspectives inform public service practices, shaping policies, strategies and community outcomes.

This unit gives students an introduction to core sociological theories and concepts, helping to give them an understanding of public service challenges and societal needs. Students will explore social structures, the role of institutions, social issues and the impact of inequalities on public service policies, enabling them to address these factors in professional roles. The unit content covers major sociological theories, processes of socialisation, influence of institutions, responses to contemporary social issues and strategies to address societal inequalities in public services.

On completion of this unit, students will have developed the analytical skills for understanding social dynamics, evaluating public service policies and assessing the impact of inequality on service delivery. These skills are relevant to roles in social services, community engagement, policy analysis and public administration.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Discuss the key sociological theories and their application to public services

LO2 Explore the processes of socialisation and the impact of social institutions on individuals and groups

LO3 Analyse the role of public services in addressing a range of contemporary social issues

LO4 Evaluate how societal inequalities influence public services and policies.

Essential Content

LO1 **Discuss the key sociological theories and their application to public services**

Functionalism theory:

Key theorists: Durkheim, Parsons, Merton

Social stability: society as a system of interconnected parts, organic analogy, emphasis on stability and equilibrium

Role of institutions: importance of institutions, e.g. the family, the education system, the media, the legal system, maintaining social order through collective consciousness

Application to public services: public services as essential parts of societal stability, e.g. law enforcement in maintaining order, social services and health care system supporting welfare and personal wellbeing

Critiques and limitations: conservatism of functionalist theory, tendency to overlook social inequalities, e.g. sexism and racism, support of the status quo of the current power structure, application to current dynamic and multicultural societies.

Conflict theories:

Key theorists: Marx, Althusser, Gramsci

Power and inequality: social structures of power associated with a capitalist society, control of resources, class struggle between the bourgeoise and proletariat

Roles of public services: as ideological/repressive state apparatus; as tool to challenge social inequalities

Application in policy analysis: role of public services in addressing or exacerbating inequalities, e.g. mental health support, food bank support, housing referrals

Implications for social justice: conflict theory in shaping policies that target inequality reduction, e.g. welfare, housing, education.

Symbolic interactionism:

Key theorists: Mead, Blumer, Becker, Goffman

Social constructs: emphasis on symbols, social interactions, application of labels and individual perceptions in creating social reality

Public service interactions: impact on community engagement and service delivery, e.g. police-community relations, health services, social services

Micro-level analysis: interactions between public services and citizens, the importance of empathy, communication, non-judgemental approach

Limitations: overlook larger structural issues, e.g. racial and ethnic inequalities, economic disparities, power dynamics, social movements, overfocus on small-scale interactions, provides significant agency to value judgement.

Feminist theory:

Key theorists: Oakley, Acker, Connell, Hartmann

Gender inequality: analysis of the patriarchy, gendered roles in society, representations in varying public services

Policies for gender equality: women's rights, e.g. maternity policies, support groups and representation, protection against gender-based violence through reporting mechanisms

Critiques of public services: policies that may reinforce gender biases, e.g. uniform policies, gender stereotypes, job roles, glass ceiling

Intersectionality: how race, class and gender intersect, informing diverse and inclusive policies, e.g. flexible working policies, cultural dress policies.

Postmodernism:

Key theorists: Beck, Giddens, Lyon, Baudrillard

Challenges to grand narratives: e.g. diversity identity fluidity, rejection of universal truths, ways of thinking

Cultural sensitivity and inclusivity: adapting to culturally diverse populations

Policy implications: adaptable, non-standardised polices, innovative service models for modern societies

Critiques: lack of solutions, contradictions, e.g. being a grand narrative while challenging grand narratives, applying abstract concepts to the public services.

LO2 Explore the processes of socialisation and the impact of social institutions on individuals and groups

Socialisation process:

Primary socialisation: influence of family in early childhood, formation of basic beliefs, norms and values

Secondary socialisation: influence of schools, peer groups, media, workplace on the norms, values and beliefs of individual, adaptation to social roles in society, e.g. gender roles, parental roles, reinforcement of norms

Influence on identity and behaviour: e.g. role of socialisation in shaping identities, expected behaviours, and societal conformity.

Impact of social institutions:

Family: foundation for socialisation, transmission of cultural values and particularistic values, early support systems

Education: development of social skills beyond the family unit, academic training, cultural integration into wider society, creation of social bonds, formation of peer groups

Religion: influence of moral values, communal values indicative to each religion, formation of ethical frameworks, e.g. Ten Commandments, The Five Pillars of Islam, The Eightfold Path, Hindu Dharma

Media: social norms dissemination, influence of perceptions, shaping public opinions, information and disinformation, immediacy, pervasiveness, volume

Legal and political systems: role of public services in enforcing laws, establishing the rights of citizens, shaping civic responsibilities.

Group dynamics and social cohesion:

Community impact: influence on community including unity and harmony, enhance community engagement, e.g. neighbourhood policing teams, fire service open days

Institutional influence on behaviour: impact on individual and group behaviour, promotion of collective identity and the collective consciousness

Social cohesion strategies: creating safe environments, e.g. lighting, foot patrols, CCTV, drop-in centres; liaising with communities to understand concerns, fostering inclusivity and strengthening community resilience.

LO3 **Analyse the role of public services in addressing a range of contemporary social issues**

Social issues impacting public services:

Poverty and economic disparities: access to health services, education and housing

Mental health challenges: increasing demand for resources, reduction in service provision, stigma reduction including public awareness and understanding

Substance abuse: implications of increasing levels of substance abuse, harm-reduction strategies, rehabilitation services

Youth crime and antisocial behaviour: preventative strategies (e.g. early intervention programmes, education-based initiatives), youth engagement programmes (e.g. mentoring programmes, community-based initiatives)

Immigration and integration: services for diverse cultural needs, language support, cultural competency.

Public service responses to social challenges:

Law enforcement and community safety: community policing teams, proactive strategies, crisis intervention

Social services: welfare provision, support for vulnerable populations, family assistance programmes for at-risk families

Healthcare initiatives: public health campaigns such as those linked to high-risk health issues, e.g. mental health support, addiction recovery, cancer screening, flu jabs

Education and outreach: awareness programmes, skill-building workshops, partnership with community organisations.

Effectiveness of public service interventions:

Assessment of programmes: measuring programme outcomes including effectiveness and cost efficiency, impact of social welfare, adaptation to demographic shifts

Challenges and improvements: e.g. addressing resources constraints with budgetary restrictions, inter-agency collaboration, undertaking multi-agency working, refining interventions to meet changing needs.

LO4 **Evaluate how societal inequalities influence public services and policies**

Impact of social inequalities:

Economic barriers: lack of access to services due to inequalities, e.g. health care, educational disparities, housing insecurity, food poverty

Geographical inequality: e.g. rural vs. urban access differences in service provision, transportation limitations in certain geographical areas, regional resources disparity to include the North vs. South divide

Racial and ethnic inequalities: e.g. discriminatory behaviour and practices, language barriers, culturally insensitive policies.

Policy implications of inequality:

Inclusive vs. exclusive policies: access to social programmes for all groups in society, implications of policies on underserved groups

Resources allocation and budgeting: priority funding for marginalised groups, accessible and equitable services for all

Public engagement and trust: building trust in the public services through transparency, the systemic biases, e.g. institutional racism in stop and search practices, racial profiling, age bias, gender bias, victim shaming.

Strategies to improve equity in the public services:

Targeted community programmes: initiatives for marginalised populations to access the public services, increased funding for at risk areas, culturally responsive services, e.g. bias workshops, representation in decision making, inclusion of minority groups voice, translation of public documents, leadership roles for underrepresented groups

Diversity and sensitivity training: staff education, e.g. cultural competency and the needs of a diverse population, unconscious bias, inclusivity in language, sensitivity awareness

Policy reform and advocacy: legislative changes to address social disparities, partnership with advocacy groups for broader impact, e.g. Stop Hate UK, Shelter, Stonewall, Refuge, Liberty, Citizens UK, Women's Aid, Disability Rights UK, Amnesty International UK

Monitoring and accountability mechanisms: conducting equality impact assessments on policies, regular policy reviews benchmarks for performance targets, e.g. service accessibility, resource utilisation, public trust, diversity metrics, community feedback.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Discuss the key sociological theories and their application to public services</td><td rowspan="5">LO1 and LO2

D1 Evaluate the importance to the public services of understanding sociological theory, socialisation and social institutions.</td></tr>
<tr><td>P1 Discuss the key sociological theories.

P2 Apply a chosen sociological theory to an identified public service scenario.</td><td>M1 Analyse the relationships between sociological theory and the work of a chosen public service.</td></tr>
<tr><td colspan="2">LO2 Explore the processes of socialisation and the impact of social institutions on individuals and groups</td></tr>
<tr><td>P3 Examine the role that socialisation plays on behaviour.

P4 Discuss the impact of a range of social institutions on individuals and groups.</td><td>M2 Analyse the impact of socialisation and social institutions on individuals and groups.</td></tr>
<tr><td colspan="2">LO3 Analyse the role of public services in addressing a range of contemporary social issues</td><td rowspan="5">LO3 and LO4

D2 Evaluate the effectiveness of a chosen public service in addressing a contemporary social issue and influencing the formation of relevant policy.</td></tr>
<tr><td>P5 Review a range of contemporary social issues.

P6 Discuss how the public services can address a range of contemporary social issues.</td><td>M3 Analyse, using relevant examples, how an identified public service has addressed a range of social issues.</td></tr>
<tr><td colspan="2">LO4 Evaluate how societal inequalities influence public services and policies</td></tr>
<tr><td>P7 Discuss a range of social inequalities.

P8 Assess how social inequalities influence public service policies.</td><td>M4 Evaluate the effectiveness of a chosen public service policy in addressing a range of social inequalities.</td></tr>
</table>

 © Pearson Education Limited 2025

Recommended Resources

Textbooks

Giddens, A. and Sutton, P. W. (2021). *Sociology*. 9th Ed. Cambridge: Polity Press.

Murji, K., Neal, S. and Solomos, J. (2021). *An Introduction to Sociology.* 1st Ed. London: Sage Publications.

Odell Korgen, K. (2017). *The Cambridge Handbook of Sociology.* Cambridge: Cambridge University Press.

Websites

www.lse.ac.uk	London School of Economics British Journal of Sociology (General reference)
thesocietypages.org	The Society Pages (General reference)
www.gov.uk/search/policy-papers-and-consultations	Policy papers and consultations (General reference)

Journals and articles

Beckert, J. and Suckert, L. (2021). 'The future as a social fact. The analysis of perceptions of the future in sociology', *Poetics*, 84. Available at doi: doi.org/10.1016/j.poetic.2020.101499.

Bates, R. A. (2015). 'The Sociological Perspectives Revisited', *The Journal of Public and Professional Sociology,* 7(1). Available at: digitalcommons.kennesaw.edu/jpps/vol7/iss1/5.

Swedberg, R. (2017). 'Theorizing in Sociological Research: A New Perspective, a New Departure?', *Annual Review of Sociology*, 43. Available at doi: doi.org/10.1146/annurev-soc-060116-053604.

Links

This unit links to the following related units:

Unit 406: Theories of Crime

Unit 415: Crime and Substance Misuse

Unit 509: Community Policing and Antisocial Behaviour.

Unit 517: Youth Offending

Unit code: **L/651/4728**

Unit level: **5**

Credit value: **15**

Introduction

Youth offending is a complex social issue that affects families, communities and the individual involved. Understanding the causes, examining public service roles in management, assessing rehabilitation effectiveness and developing preventative strategies are crucial for reducing youth crime rates and helping young offenders reintegrate into society. This unit provides an in-depth exploration of the factors contributing to youth offending, the involvement of public services and the impact of rehabilitation programmes, and various strategies aimed at preventing youth crime.

This unit gives students the theoretical and practical knowledge to understand, manage and prevent youth offending. Students will examine the root causes of youth crime, the functions and collaborative efforts of public services, the role and effectiveness of rehabilitation programmes, and innovative approaches to crime prevention. The unit covers the nature and causes of youth offending, the role of public services, the impact of rehabilitation programmes and the development of preventative strategies aimed at reducing youth crime rates.

On successful completion of this unit, students will have developed analytical and critical thinking skills applicable to roles in youth justice, social work, public policy, community safety and rehabilitation programmes.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore the nature and causes of youth offending

LO2 Examine the role of public services in managing youth offenders

LO3 Assess the impact of rehabilitation programmes on youth offenders

LO4 Develop a range of public service strategies to prevent an identified youth crime scenario.

Essential Content

LO1 Explore the nature and causes of youth offending

Types of youth offences:

Non-violent crimes: e.g. theft, shoplifting, property damage, drug possession

Violent crimes: e.g. assault, gang-related violence, knife crime, robbery

Cybercrime and online offences: e.g. cyberbullying, identity theft, hacking, online harassment

Drug-related offences: e.g. possession, trafficking, distribution, influence of substance abuse on youth behaviour

Antisocial behaviour: e.g. vandalism, public disturbances, disorderly conduct.

Theoretical explanations:

Merton's Strain theory: e.g. disjunction between culturally approved goals and the socially accepted means to achieve these goals

Cohen's subcultural theory: e.g. unification of young people into subcultures with deviant values, link to working-class young people

Becker's labelling theory: e.g. deviance as a social construction whereby young people, particularly those of working-class backgrounds are labelled as deviant or criminal.

Risk factors:

Social influence: e.g. peer pressure on young people, gang culture and initiation processes, lack of family support, influence of role models or negative associations

Psychological factors: e.g. impact of mental health conditions (e.g. depression, ADHD, conduct disorders) on behaviour, exposure to trauma or abuse, impulse control issues

Economic and structural factors: e.g. poverty-driven decision making, unemployment or lack of opportunities, financial inequality impact, access to material resources, reliance on illicit income sources, economic marginalisation

Integrational impact: e.g. cycles of crimes in families, lack of positive role models to include Bandura's Social Learning Theory, generational trauma.

Environmental influences:

Community and neighbourhood: e.g. high-crime neighbourhoods, availability of drugs, lack of positive recreational options

Educational institutions: e.g. school environment, teacher-student relationships, school disciplinary practices, academic underachievement, exclusion from formal education, lack of extracurricular engagement, limited access to vocational training, absence of mentorship programmes, bullying

Media and technology impacts: e.g. glorification of crime in popular culture, exposure to online criminal networks, cyberbullying experiences, consumption of violent media content, desensitisation to criminal consequences, exploitation through social media platforms.

LO2 **Examine the role of public services in managing youth offenders**

The role of youth offending teams (YOTs) in managing youth offending:

Crime prevention and early intervention: e.g. local crime prevention programmes, community-based workshops, youth engagement initiatives, early identification of at-risk youth, diversion from formal criminal proceedings, collaboration with schools, education authorities, community organisations for behaviour modification

Arrest and police station support: e.g. assistance for young people during police investigations and interviews, legal guidance for minors, ensuring compliance with youth justice protocols, immediate intervention to reduce anxiety and confusion during arrests

Court and sentencing support: e.g. family assistance and advocacy during court proceedings, background investigations for pre-sentencing reports, individual circumstances analysis, recommendations for non-custodial sentences, including community orders and restorative justice options

Community sentence supervision: e.g. management of community-based sentences, monitoring compliance, rehabilitation-focused programmes, tailored interventions for behaviour change, collaboration with local agencies to implement community service projects

Post-custody reintegration: e.g. maintaining contact with young offenders serving custodial sentences, reintegration plans for post-release including support for housing and education, long-term supervision to reduce reoffending risks

Family and community engagement: e.g. support for families to address underlying factors contributing to youth offending, mediation between young offenders and victims, promoting accountability and resolution, community reassurance and involvement in youth crime prevention.

The role of the public services:

Education services: e.g. re-engagement in formal education, alternative learning pathways, skill development through vocational training, apprenticeships, collaboration with schools and colleges for support in academic progression

Health services: e.g. mental health assessments, access to counselling and therapeutic services, substance misuse programmes, addressing addiction-related behaviours, support for physical wellbeing, nutrition and healthcare access

Police and probation services: e.g. close monitoring of youth offenders post-release or during community orders, early intervention initiatives, prevention of escalation to serious crimes, support in reintegrating offenders into the community safely

Local authorities: e.g. housing support for youth offenders transitioning out of custodial sentences, social service programmes for at-risk families, addressing root causes, employment facilitation, local job opportunities for youth offenders.

Partnership and collaboration between the public services and YOTs:

Police: e.g. shared intelligence, coordinated interventions, crime prevention initiatives

Probation services: seamless transition for young offenders reaching adulthood

Health and housing: e.g. access to mental health services, stable housing solutions

Schools: e.g. educational support, reintegration into formal education systems

Charities and community groups: e.g. support networks, mentorship programmes, additional resources.

LO3 **Assess the impact of rehabilitation programmes on youth offenders**

Types of rehabilitation programmes:

Cognitive behavioural therapy (CBT): e.g. focus on addressing antisocial thought patterns, improving decision making, anger management

Drug and alcohol rehabilitation: e.g. substance abuse programmes including group therapy, individual counselling, inpatient/outpatient care

Educational and vocational programmes: e.g. skill-building activities, literacy programmes, job readiness training, high school completion assistance

Restorative justice programmes: e.g. encouraging offenders to take responsibility, make amends to victims, engage in community service

Family-based programmes: e.g. family therapy, parental support groups, interventions focusing on family dynamics and communication.

Third sector agencies in rehabilitation:

Charitable organisations: e.g. restorative justice facilitation, victim-offender mediation programmes, crisis intervention services, addressing urgent needs of youth offenders, reintegration programmes supporting community service initiatives.

Youth-focused non-governmental organisations (NGOs): e.g. mentorship opportunities, positive role models, long-term guidance, advocacy for youth rights and access to rehabilitation resources, life skills training, financial literacy, conflict resolution workshops

Faith-based organisations: e.g. community support networks fostering inclusion and belonging, spiritual counselling, moral guidance for ethical decision making, safe spaces for youth offenders to reflect and grow

Community-based groups: e.g. peer support networks, group therapy sessions, recreational programmes for skill building and social integration, sports and arts initiatives promoting discipline and self-expression

Social enterprises: e.g. employment-focused training, apprenticeship programmes, entrepreneurship opportunities, fostering economic independence, workshops on workplace readiness, team dynamics, professional behaviour.

Effectiveness of rehabilitation approaches:

Reduction in recidivism rates: e.g. impact on education and therapy in lowering rates of reoffending, success stories of youth reintegration

Social reintegration: e.g. developing interpersonal skills, community support networks, stable family or social connections

Educational and employment outcomes: e.g. improved educational attainment, job placements, long-term employment stability

Improvement in mental health: e.g. addressing trauma, stress management skills, reduction in antisocial or harmful behaviours.

LO4 **Develop a range of public service strategies to prevent an identified youth crime scenario**

Community and school-based prevention initiatives:

After-school programmes: e.g. arts, sports, academic support, providing safe spaces for engagement outside school hours

School resource officers and safety programmes: e.g. police presence in schools for deterrence, safety workshops, crisis intervention

Mentoring and peer support programmes: e.g. youth mentorship, positive role models, peer-led counselling programmes, peer mediation.

Strategies addressing root causes of youth crime:

Family support services: e.g. parenting programmes, family counselling, financial assistance for low-income families

Economic and employment opportunities: e.g. youth job training, internships, vocational programmes, assistance in securing entry-level employment

Mental health and substance abuse resources: e.g. accessible counselling, addiction recovery services, emotional and psychological support for trauma-affected youth.

Multi-agency crime prevention strategies:

Community collaboration: e.g. partnerships with local organisations, faith-based groups, and community leaders to reduce at-risk youth

Data-driven crime prevention: e.g. use of crime data to identify hotspots, predictive policing, allocation of resources based on crime trends

Youth inclusion in policy development: e.g. establishing youth advisory councils, involving young people in the design of youth programmes

Social media and technology use of engagement: e.g. using social media for positive messaging, digital literacy programmes, creating awareness on cyber safety.

Evaluating effectiveness of strategies:

Measurement of outcomes: e.g. monitoring reductions in crime rates, recidivism, school dropouts

Community feedback mechanisms: e.g. surveys, focus groups, open community discussions to refine approaches

Iterative improvement: e.g. adjusting strategies based on evidence, adapting to emerging trends in youth behaviour and crime.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the nature and causes of youth offending		**LO1 and LO2** **D1** Evaluate the effectiveness of public service agencies in managing a range of youth offenders.
P1 Describe the different types of youth offences. **P2** Explain theories and risk factors that explain the causes of youth offending.	**M1** Discuss the different factors that contribute towards youth offending.	
LO2 Examine the role of public services in managing youth offenders		
P3 Explain, using a range of real-world case studies, the role of the youth offending team in managing youth offending. **P4** Examine, using a range of real-world case studies, the other public service agencies involved in managing youth offenders.	**M2** Analyse, using a range of real-world case studies, the effectiveness of the relationship between youth offending teams and public services in managing youth offenders.	

Pass	Merit	Distinction
LO3 Assess the impact of rehabilitation programmes on youth offenders		**LO3 and LO4** **D2** Evaluate the effectiveness of the public service strategies and rehabilitation programmes developed to prevent an identified youth crime scenario.
P5 Explain, using a range of real-world case studies, the different types of rehabilitation programmes available to treat youth offenders. **P6** Discuss, using a range of real-world case studies, the role of third sector agencies in the rehabilitation of youth offending.	**M3** Examine, using a range of real-world case studies, the effectiveness of a range of rehabilitation programmes and third sector agencies on reducing youth offending.	
LO4 Develop a range of public service strategies to prevent an identified youth crime scenario		
P7 Develop a range of public service strategies to prevent an identified youth crime scenario. **P8** Review the strategies developed for an identified youth crime scenario with a range of relevant stakeholders to identify strengths, weaknesses and areas for improvement.	**M4** Justify the selection of the range of public service strategies chosen to prevent an identified youth crime scenario.	

Recommended Resources

Textbooks

Barry, M. and McNeil, F. (2009). *Youth Offending and Youth Justice*. London: Jessica Kingsley Publications.

Case, S. and Haines, K. (2009). *Understanding Youth Offending: Risk Factor Research, Policy and Practice*. London: Taylor and Francis Ltd.

Cooke, N. (2023). *Behind the British Youth Justice System: A Case Study of the Youth Offending Service and the Referral Order*. Independently published.

Muncie, J. and Goldson, G. (2015). *Youth Crime and Justice*. London: Sage Publications.

Websites

www.gov.uk/youth-crime-prevention-programmes/what-these-programmes-are-and-how-they-work	Youth crime prevention programmes (General reference)
www.gov.uk/youth-offending-team	Youth offending teams (General reference)
restorativejustice.org.uk	Restorative Justice Council (General Reference)

Journals and articles

Arnez, J. and Condry, R. (2021). 'Criminological perspectives on school exclusion and youth offending', *Emotional and Behavioural Difficulties*. 26(1). Available at doi: doi.org/10.1080/13632752.2021.1905233.

Deshpande, M. and Mueller-Smith, M. (2022). 'Does Welfare Prevent Crime? The Criminal Justice Outcomes of Youth Removed fom Ssi', *The Quarterly Journal of Economics*, 137(4), pp. 2263–2307. Available at doi: doi.org/10.1093/qje/qjac017.

Piers, A. R. and Almeida, T. C. (2023). 'Risk Factors of Poly-Victimization and the Impact on Delinquency in Youth: A Systematic Review', *Crime and Delinquency*. 70(9). Available at doi: doi.org/10.1177/00111287221148656.

Links

This unit links to the following related units:

Unit 419: Third Sector and Public Services

Unit 503: Justice, Punishment and Rehabilitation

Unit 519: Offender Management.

Unit 518: International Policing

Unit code	**M/651/4729**
Unit level	**5**
Credit value	**15**

Introduction

International policing plays a vital role in addressing global security threats and ensuring justice across borders. The complexities of combating crimes such as terrorism, human trafficking and cybercrime require coordinated efforts by multiple international organisations. This unit explores the mechanisms and strategies of international policing, giving students the knowledge to understand and engage with transnational law enforcement frameworks.

This unit is designed to explore the foundations of international policing, including the roles and responsibilities of global organisations, the legal and ethical challenges they face, and the innovative strategies employed to counteract international crime. Students will develop a comprehensive understanding of the impact of cross-border law enforcement and the need for collaborative frameworks in addressing emerging threats.

Students will study a range of topics including an analysis of international crime types, the operations of global and regional policing organisations, and the legal complexities of international law enforcement. Students will evaluate the effectiveness of strategies used to counter transnational crimes and explore the ethical dimensions involved in global policing practices.

On successful completion of the unit, students will have developed analytical and strategic planning skills, gaining insight into the operations of international police organisations and their legal frameworks. The unit will help prepare students for roles in international law enforcement, cyber security, border control and policy advisory capacities. The skills learned are directly applicable to positions in organisations such as INTERPOL, Europol and national agencies engaged in international collaboration.

Learning Outcomes

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

LO1 Discuss the different types and impact of international crime

LO2 Review the different international police organisations that exist to combat international crime

LO3 Assess the legal, ethical and emerging challenges faced in international policing

LO4 Develop a range of international policing strategies for an identified scenario.

Essential Content

LO1 Discuss the different types and impact of international crime

Types of international crime:

Organised crime: e.g. drug trafficking, human trafficking, arms smuggling, illegal wildlife trade, organ trafficking, cartel activities, black-market operations

Cybercrime: e.g. hacking, ransomware attacks, online fraud, identity theft, child exploitation materials, phishing scams, cryptocurrency theft, dark web transactions

Terrorism: e.g. international terror networks, financing of terrorism, radicalisation, cross-border attacks, lone-wolf terrorism, propaganda dissemination

Environmental crimes: e.g. illegal logging, poaching, pollution crimes, resource exploitation, waste dumping, mining-related violations, marine pollution

Financial crimes: e.g. money laundering, tax evasion, corporate fraud, pyramid schemes, financial cybercrime, stock manipulation, bribery, corruption

War crimes and genocide: e.g. violations of international humanitarian law, crimes against humanity, ethnic cleansing, forced disappearances, unlawful detention

Maritime crime: e.g. piracy, illegal fishing, smuggling via sea routes, human trafficking across borders, marine ecosystem exploitation.

National impact of international crime:

Economic impact: e.g. financial loss, reduced foreign investments, trade disruptions, rising costs of law enforcement and prevention, local market destabilisation, black-market competition

Social impact: e.g. increased fear and insecurity, loss of trust in public institutions, societal divisions, overburdened social services, victimisation of local communities

Political impact: e.g. undermining government authority, fostering corruption, domestic policy shifts to address international threats, strained public trust in governance

Technological impact: e.g. cyber vulnerabilities, strain on domestic cybersecurity infrastructure, increased demand for local digital monitoring systems

Environmental impact: e.g. resource depletion, pollution, local ecosystem degradation, impact on public health and livelihoods.

International impact of international crime:

Global economic impact: e.g. disruption of global trade routes, financial market manipulation, international aid diversion, resource exploitation in developing nations

Social impact: e.g. global displacement, human rights abuses, exploitation of migrant populations, cross-border victimisation, reduced international trust

Political impact: e.g. strained diplomatic relations, sanctions due to state-sponsored crimes, international conflict escalation, weakening of global governance systems

Technological impact: e.g. global data breaches, misuse of international communication systems, challenges to cross-border cybersecurity collaborations

Environmental impact: e.g. cross-border ecosystem destruction, illegal wildlife trade affecting biodiversity, global climate impact from resource exploitation.

LO2 **Review the different international police organisations that exist to combat international crime**

Global organisations:

INTERPOL: e.g. criminal intelligence sharing, global crime databases, fugitive tracking, coordination of international operations, red notices, yellow notices

UNODC: e.g. drug control, crime prevention, anti-corruption initiatives, counter terrorism capacity building, technical assistance, international treaties

World Customs Organization (WCO): e.g. smuggling prevention, trade fraud monitoring, border control assistance, harmonisation of customs practices, trade security

Financial Action Task Force (FATF): e.g. combating money laundering, counter terrorism financing, global financial monitoring, recommendations for compliance

International Criminal Court (ICC): e.g. prosecution of war crimes, crimes against humanity, genocide, investigation of high-profile cases, international justice advocacy.

Regional organisations:

Europol: e.g. coordination of EU member states, cybercrime task forces, counter terrorism operations, organised crime units, cross-border investigations

ASEANAPOL: e.g. intelligence sharing among ASEAN nations, cross-border crime prevention, capacity building, joint operations

AMERIPOL: e.g. anti-narcotics operations, regional data sharing, human trafficking prevention, law enforcement training

African Union Mechanisms: e.g. counterterrorism initiatives, resource allocation for border security, transnational crime prevention, conflict resolution

GCCPOL: e.g. security collaboration in the Gulf region, organised crime disruption, counterterrorism efforts, maritime security enhancement.

Functions of international police organisations:

Intelligence sharing: e.g. centralised criminal databases, real-time alerts, threat assessments, cross-border analytics

Capacity building: e.g. training programmes, funding for equipment, technology upgrades, skill-sharing initiatives

Operational support: e.g. deployment of teams, joint investigations, resource provision, surveillance coordination

Legal assistance: e.g. extradition agreements, mutual legal aid, advisory roles, international treaty enforcement.

LO3 **Assess the legal, ethical and emerging challenges faced in international policing**

Legal challenges:

Jurisdictional limitations: e.g. differing laws, restricted authority, extradition barriers, sovereignty concerns

Sovereignty issues: e.g. resistance from states, limited international enforcement capacity, geopolitical tensions

Inconsistent definitions: e.g. variation in crime classification, lack of universal standards, cultural interpretations

Extradition conflicts: e.g. political disagreements, refusal to extradite, procedural delays, lack of treaties

Legislative gaps: e.g. outdated laws, inadequate cybercrime frameworks, weak financial crime regulations, lack of environmental crime legislation.

Ethical challenges:

Human rights concerns: e.g. unlawful surveillance, profiling, discrimination in enforcement, violations during investigations

Data privacy issues: e.g. unauthorised data sharing, breaches of confidentiality, ethical use of surveillance tools, cross-border data protection issues

Accountability deficits: e.g. lack of transparency, abuse of power, corruption, limited public oversight

Cultural sensitivities: e.g. bias in practices, failure to account for local norms, stereotyping, unequal resource allocation

Equitable enforcement: e.g. imbalance in resource distribution, prioritisation of global north interests, neglect of marginalised communities

Resource disparities: e.g. imbalanced technological and financial capabilities among nations, limited access to advanced tools

Language barriers: e.g. communication inefficiencies, mistranslations, limited multilingual capabilities, cultural misunderstandings.

Emerging challenges:

Artificial intelligence concerns: e.g. ethical implications, biases in predictive policing, data misuse, reliance on algorithms

Geopolitical tensions: e.g. differing priorities, conflict-driven barriers to collaboration, international trade restrictions

Globalisation effects: e.g. increased crime opportunities, mobility of offenders, complexity of tracking networks, legal loopholes

Climate-related crimes: e.g. rise in resource conflicts, environmental exploitation, disaster-related fraud, ecosystem trafficking.

LO4 **Develop a range of international policing strategies for an identified scenario**

Scenario planning and threat analysis:

Incident scope: e.g. crime type, affected jurisdictions, community impact

Stakeholder mapping: involved organisations, government bodies, community groups

Risk assessment: e.g. potential operational challenges, resource gaps, legal and ethical considerations.

Coordination and command:

Unified command structure: e.g. clear leadership hierarchy, decision-making frameworks

Multi-agency collaboration: e.g. joint task forces, inter-agency communication tools

Community involvement: e.g. local stakeholder engagement, public information campaigns.

Operational tactics:

Deployment strategies: e.g. specialised units, resource allocation

Technological tools: e.g. real-time surveillance, mobile command centres, crime mapping software

Intelligence sharing: e.g. cross-border database access, secure communication platforms.

Evaluation and feedback:

Post-incident analysis: e.g. stakeholder feedback, operational debriefs

Performance metrics: e.g. crime reduction rates, resource efficiency, community satisfaction

Recommendations: e.g. refining protocols, addressing identified gaps, improving resilience.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Discuss the different types and impact of international crime</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using real-world examples, the impact of international police organisations on a range of identified international crimes.</td></tr>
<tr><td>P1 Review, using a range of real-world case studies, the different types and categories of international crime.

P2 Discuss, using a range of real-world case studies, the impact of international crime at both a national and international level.</td><td>M1 Assess, using a range of real-world case studies, the national and international impact of a range of different types of international crime.</td></tr>
<tr><td colspan="2">LO2 Review the different international police organisations that exist to combat international crime</td></tr>
<tr><td>P3 Review, using real world examples, the functions of a range of different regional police organisations that exist to combat international crime.

P4 Review, using real-world examples, the functions of a range of different global police organisations that exist to combat international crime.</td><td>M2 Analyse, using real world examples, the effectiveness of a range of international police organisations that exist to combat international crime.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Assess the legal, ethical and emerging challenges faced in international policing		**LO3 and LO4** **D2** Evaluate the effectiveness of the international policing strategy developed for an identified scenario, considering legal, ethical and emerging challenges.
P5 Assess, using real world examples, the legal and ethical challenges faced in international policing. **P6** Assess, using real world examples, the emerging challenges faced by modern international police forces.	**M3** Analyse, using real-world examples, the impact of the legal, ethical and emerging challenges faced in international policing.	
LO4 Develop a range of international policing strategies for an identified scenario		
P7 Develop a range of international policing strategies for an identified scenario. **P8** Review the developed strategies with a range of relevant stakeholders to identify strengths, weaknesses and areas for improvement.	**M4** Justify, using the feedback obtained, the selection of a suitable international policing strategy for an identified scenario, giving comprehensive reasons for the choice.	

Recommended Resources

Textbooks

Andreas, P. and Nadelmann, E. (2008). *Policing the Globe: Criminalization and Crime Control in International Relations*. Oxford: Oxford University Press.

Eterno, J., Das, A. M, Das, D. K., Verma, A. (2017). *Global Issues in Contemporary Policing*. Abingdon, Oxon; New York,
NY: Routledge.

Fleming, J. and Charman, S. (2023). *Routledge International Handbook of Police Ethnography*. Abingdon, Oxon; New York, NY: Routledge.

Mawby, R. I. (1999). *Policing Across the World: Issues for the Twenty-First Century*. Abingdon, Oxon; New York, NY: Routledge.

Newburn, T. (2014). *The Handbook of Policing.* 2nd Ed. Abingdon, Oxon;
New York, NY: Routledge.

Sheptycki, J. W. E. (2000). *Issues in Transnational Policing*. Abingdon, Oxon;
New York, NY: Routledge.

Websites

europol.europa.eu	Europol (General reference)
www.icrc.org/sites/default/files/external/doc/en/assets/files/other/icrc-002-0809.pdf	International Committee of the Red Cross International Rules and Standards for Policing (Report)
interpol.int	Interpol (General reference)
assets.college.police.uk/s3fs-public/policing_vision_2025.pdf	National Police Chief's Council Policing Vision 2025 (General reference)
police-foundation.org.uk	The Police Foundation (General reference)
www.fatf-gafi.org/en/home.html	Financial Action Task Force (General reference)
www.icc-cpi.int	International Criminal Court (General reference)

Journals and articles

Bolle, C. D. (2020). 'The role of Europol in international interdisciplinary European cooperation', *European Law Enforcement Research Bulletin*, (19), pp. 13–24. Available at: op.europa.eu/en/publication-detail/-/publication/35848ee0-4597-11eb-b59f-01aa75ed71a1.

Calcara, G. (2020). 'A transnational police network co-operating up to the limits of the law: examination of the origin of INTERPOL', *Transnational Legal Theory*, 11(4), pp. 521–548. Available at doi: doi.org/10.1080/20414005.2020.1793282.

Ilbiz, E. and Kaunert, C. (2021). 'Europol and cybercrime: Europol's sharing decryption platform', *Journal of Contemporary European Studies*, 30(2), pp. 270–283. Available at doi: doi.org/10.1080/14782804.2021.1995707.

Petkov, M. and Krastev, D. (2018). 'Operative Mode for Police Cooperation Between the Member States of the European Union', *IJASOS – International E-journal of Advances in Social Sciences*, 4(11), pp. 331–338. Available at doi: doi.org/10.18769/ijasos.455645.

Rostami, B. and Jooj, A. (2021). 'The Capacity of Police Organizations to Prevent Crime with an Emphasis on Interpol and Europol', *International Journal of Multicultural and Multireligious Understanding*, 8(3). Available at doi: doi.org/10.18415/ijmmu.v8i3.2481.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 412: Crime Reduction

Unit 413: Terrorism and Counterterrorism

Unit 504: Serious and Organised Crime

Unit 512: International Institutions and Public Services.

Unit 519: Offender Management

Unit code: **Y/651/4730**

Unit level: **5**

Credit value: **15**

Introduction

The management of offenders has significantly evolved from the punitive practices of the past to a more rehabilitative and structured approach. Today's offender management system in the UK focuses on balancing public safety with rehabilitation and reintegration. This shift reflects a growing understanding that helping offenders make positive changes that benefit both the individual and society. This unit aims to provide students with a comprehensive understanding of how offenders are managed in custodial settings and in the community, highlighting the legal, ethical and practical aspects of the process.

Students will examine the legislation and ethical requirements that shape offender management, focusing on frameworks such as the Offender Management Act 2007 and the Human Rights Act 1998. Ethical considerations, particularly balancing public safety with offenders' rights, are emphasised to help students understand decision making in the criminal justice system. The unit content addresses key challenges in assessing and planning offender management, including the use of tools like OASys to evaluate offenders' risks and needs, and exploring complexities such as mental health and substance abuse. Students will learn to design and justify effective individualised offender management plans that consider specific risks, needs and personal circumstances, using evidence-based strategies to ssupport rehabilitation and reduce reoffending. Through practical exercises and case studies, students will gain skills in implementing and reviewing management plans, assessing their effectiveness in both prison and community settings and, ultimately, in reducing recidivism.

On completion of the unit, students will have gained the skills to implement and evaluate offender management strategies, ensuring they are effective in reducing reoffending and promoting rehabilitation, making them valuable for careers in probation, prison services and criminal justice.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the key legislation and ethical requirements in offender management

LO2 Review the key challenges in the assessment and planning of offender management

LO3 Design an offender management plan for a specific scenario

LO4 Review the effectiveness of an offender management plan.

Essential Content

LO1 Examine the key legislation and ethical requirements in offender management

Legislation framework:

Key legislation to include the effectiveness of: Offender Management Act 2007, Human Rights Act 1998, Offender Rehabilitation Act 2015, Crime and Courts Act 2013, The Police, Crime Sentencing and Courts Act 2022, Youth Justice and Criminal Evidence Act 1999

Agency roles and responsibilities: e.g. Ministry of Justice (MOJ), Prison and Probation Service (HMPPS), His Majesty's Prison Service (HMPS), National Probation Services (NPS), correctional facilities, parole boards, police, job centres, housing, health and drug services, charities, Community Rehabilitation Companies (CRCs), internal relationships with offender management frameworks.

Ethical considerations:

Confidentiality and privacy: e.g. data protection principles, confidentiality agreements, including breach of protocols and principles

Rights and public safety: e.g. strategies to maintain balance and maintain safety between the public and offender (e.g. electronic tagging, parole conditions and supervision, risk assessment and management, restorative orders and rehabilitation programmes), use of legislation, categorisation of offenders, post-release of offenders, prisoner complaints and oversight

Professional conduct: e.g. ethical decision framework, maintaining professional boundaries, codes of conduct.

Risk management:

Risk management techniques: e.g. assessment of criminogenic needs and associated risks, Offender Assessment system (OASys), historical, clinical, offenders' application and limitations, dynamic and static risk factors

Legal obligations: e.g. legal responsibilities in risk assessment, reporting protocols, management strategies

Mitigating risks: e.g. practical approaches to risk mitigation including technology, staff training policy development, strategy development.

LO2 **Review the key challenges in the assessment and planning of offender management**

Assessment tools:

Risk assessment including OASys, HCR-20, Violence Risk Scale (VRS) to determine the risk profile of offenders and their needs

Needs assessment: e.g. physical activity and sport programmes, health care, substance abuse treatment programmes, mental health services, cognitive behavioural therapy, education and vocational training programmes, offender behaviour programmes (OBPs), family and relationship support, resettlement and reintegration support, restorative justice programmes, chaplaincy and religious services.

Challenges:

Overcrowded facilities: e.g. impact of resource allocation, rehabilitation efforts, strategy and safety

Resource limitations: e.g. budget constraints, staffing, strategies for limited resources, spending

Multi-agency coordination: e.g. multi-agency public protection arrangements (MAPPA), Integrated Offender Management (IOM), liaison and diversion services, youth offending teams (YOTs), restorative justice programmes, including approaches and tools used in collaboration, improving communication and collaboration, sharing best practice (e.g. conferencing).

Rehabilitation programmes:

Types of programmes: e.g. alcohol and drug recovery programmes, offender behaviour programmes (OBPs), cognitive behavioural therapy (CBT), healthy relationships programme (HRP), anger management programmes, restorative justice programmes, thinking skills programme (TSP), prison education programmes.

Engagement barriers: e.g. lack of motivation, stigma, cultural differences, mental health issues.

Legislation considerations:

Sentencing guidelines: e.g. rehabilitation opportunities, parole eligibility, management strategies, supervision requirements, post-supervision requirements, curfew, prohibited travel, unpaid work, attendance centre requirements

Compliance requirements: understanding and adhering to legal mandates, inspection standards, and reporting requirements.

LO3 **Design an offender management plan for a specific scenario**

Offender management plan:

Individualised planning: creating tailored plans based on detailed assessments of offenders, setting short-term and long-term goals

Programme selection for the management of the offender including punishment (sentencing), prison category, meeting criteria for appropriate selection of rehabilitation, supervision requirements, parole, activities to reduce risk

Resource allocation: e.g. budget planning, securing funding, grants, effective use of budgeting and allocation of resources.

Pre-implementation plan:

Staff training: specialised training for offender management staff including risk assessments, legal compliance, approaches and strategies

Role clarification: defining and communicating roles and responsibilities of all personnel

Resource preparation: ensuring all resources are in place (e.g. housing, employment support, continued rehabilitation, education, training, offender behaviour programmes).

Implementation plan:

Daily management of offenders: logs and records of offender interactions and ongoing assessments (e.g. offender manager, offender supervisor, personal officer)

Interventions: including the implementation of planned interventions, adapting to challenges in real time, adapting to budget changes and resource allocations.

Evaluation measures:

Monitoring progress through regular reviews, updating plans on offender progress, supervision requirements on release, effectiveness of offender rehabilitation

Feedback mechanisms including use of self-assessment tools for offenders, stakeholder feedback, updates from management plans.

Collaborative partnership approaches:

Multi-agency approaches: establishing partnerships with social services, healthcare, educational institutions, employment agencies, probation services, rehabilitation services, family and community programmes, community resources for supporting offenders.

LO4 **Review the effectiveness of an offender management plan**

Review and feedback:

Data evidence, e.g. National Audit Office, Ministry of Justice statistics, re-offending rates, nature of recidivism, pathways of reducing re-offending, use of data for insight

Types of feedback: e.g. feedback for beneficial impact, feedback evaluation, methods of recording for meaningful future engagement, effective and SMART practices

Feedback methods including verbal, written (e.g. reports, emails, logs, timesheets), questionnaires, surveys, interviews with colleagues

Regular reviews scheduled involving stakeholders, progress evaluations, adjustments to budgets, resources and strategies to support offenders, partnership reviews, work produced, progress made against agreed targets/outcomes

Analysis software: different types of analysis software used in public protective services (e.g. policing platforms, crime-mapping software, integrated platforms, spreadsheets, database, reporting tools).

Theories and models of reflection:

Key theories and models of reflection including:

Kolb's experimental learning cycle: description, stages, importance and improvement using the theoretical method

Gibbs reflective cycle: description, stages, importance and improvement using the theoretical method

Schön's Reflective Practice (1983): description, stages, importance and improvement using the theoretical method.

Application of reflective practice:

Self-assessment tools: e.g. SWOT analysis (strengths, weaknesses, opportunities, threats), reflective logs, SMART goals, Key Performance Indicators (KPIs), reflective journals

Reflection on achievements, identifying areas for improvement, preparing future developments, personal qualities (e.g. communication, IT skills, time management, working with others, effective leadership skills, problem solving), amplified methods of reflection, 360° perspective of understanding, De Bono's Six Hats, self-assessment of competencies, formal and informal learning, identifying and maximising future development opportunities.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the key legislation and ethical requirements in offender management</td><td rowspan="5">LO1 and LO2

D1 Evaluate legislative and ethical requirements in the context of a specific offender management scenario, considering the challenges involved.</td></tr>
<tr><td>P1 Discuss the legislative framework governing offender management.

P2 Explain the ethical considerations and risk management in offender management.</td><td>M1 Assess the impact of legislative and ethical requirements on the practices and policies of an offender management system.</td></tr>
<tr><td colspan="2">LO2 Review the key challenges in the assessment and planning of offender management</td></tr>
<tr><td>P3 Assess the assessment tools used in offender management planning.

P4 Explain the challenges faced in planning effective offender management.</td><td>M2 Review the challenges in the assessment and planning stages of offender management, suggesting ways to address them.</td></tr>
<tr><td colspan="2">LO3 Design an offender management plan for a specific scenario</td><td rowspan="5">LO3 and LO4

D2 Evaluate the effectiveness of the offender management plan, providing well-reasoned recommendations for improvement based on systematic reflection, review and feedback.</td></tr>
<tr><td>P5 Design an offender management plan that explains key planning decisions.

P6 Identify a range of collaborative approaches that can be used in the design of an offender management plan.</td><td>M3 Justify the decisions made in the design of the offender management plan, based on risk, needs and resources.</td></tr>
<tr><td colspan="2">LO4 Review the effectiveness of an offender management plan</td></tr>
<tr><td>P7 Review the offender management plan, based on feedback gathered from a range of relevant stakeholders.

P8 Apply the tools of reflective practice to the offender management plan, identifying key strengths and areas for improvement.</td><td>M4 Assess the effectiveness of the offender management plan based on reflective practice and feedback gathered systematically from a range of relevant stakeholders.</td></tr>
</table>

Recommended Resources

Textbooks

Liebling, A., Maruna, S., and McAra, L. (2023). *The Oxford Handbook of Criminology*. 7th Ed. Oxford: Oxford University Press.

Scott, D. and Codd, H. (2010). *Controversial Issues in Prisons*. 1st Ed. Maidenhead, Berkshire: Open University Press.

Yewkes, Y., Bennett, J. and Crewe, B. (2016). *Handbook on Prisons.* 2nd Ed. Abingdon, Oxon; New York; NY: Routledge.

Websites

mappa.justice.gov.uk	Multi-Agency Public Protection Arrangements Community contents (General reference)
www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice	Office for National Statistics Crime and justice Data sets (General reference)
prisons.org.uk	PrisonOracle.com (General reference)
prisonreformtrust.org.uk	Prison Reform Trust (General reference)
restorativejustice.org.uk	Restorative Justice Council (General reference)
www.gov.UK	HM Prison Service Probation Services Youth Custody Service

 © Pearson Education Limited 2025

Journals and articles

Ismail, N. and Forrester, A. (2020). 'The state of English prisons and the urgent need for reform', *The Lancet Public Health*, 5(7), pp. e361–e368. Available at doi: doi.org/10.1016/s2468-2667(20)30142-0.

McLintock, K. et al. (2023). 'The quality of prison primary care: Cross-sectional cluster-level analyses of prison healthcare data in the North of England', *EClinicalMedicine*, 63. Available at doi: doi.org/10.1016/j.eclinm.2023.102171.

Mjåland, K., Laursen, J., Schliehe, A. and Larmour, S. R. (2021). 'Contrasts in freedom: Comparing the experiences of imprisonment in open and closed prisons in England and Wales and Norway', *European Journal of Criminology*, 20(5), pp. 1641–1662. Available at doi: doi.org/10.1177/14773708211065905.

Links

This unit links to the following related units:

Unit 405: Criminal Law and Justice Systems

Unit 503: Justice, Punishment and Rehabilitation

Unit 517: Youth Offending.

Unit 520: Human Resources and Public Services

Unit code	**A/651/4731**
Unit level	**5**
Credit value	**15**

Introduction

The public sector is a diverse working environment. Although frontline roles are those most frequently referred to, public services cannot function without effective back-office support: the human resources (HR) function is imperative to creating an effective public service. This unit will give students the knowledge and skills necessary for roles such as HR Manager, Employee Relations Advisor, Policy Analyst and HR Compliance Officer.

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. The relevant legislation that public sector HR is required to know will be examined, before students apply their knowledge to designing an HR policy for a relevant public sector service.

On successful completion of this unit, students will understand the role and importance of HR in the public sector; appreciate how HR assists in developing motivated, knowledgeable and experienced individuals and teams in the public sector; and recognise the impact that legislation and legislative change can have on HR delivery and implementation within public services.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore the role of HR and its values within the public services

LO2 Discuss how HR can contribute to organisational success within public service sector

LO3 Review the legislation and policies relevant to HR in an identified public service sector

LO4 Develop an HR policy for an identified public service scenario.

Essential Content

LO1 Explore the role of HR and its values within the public services

Role in public services:

Workforce management: e.g. talent acquisition, employee relations, strategic workforce planning, HR administration, training and development, employee wellbeing, public accountability, legal compliance, governance

Operational responsibilities: e.g. strategic workforce management, recruitment and retention, workforce challenges, policy implementation, effective HR management.

HR values and ethics:

Values: e.g. integrity, transparency, equity, diversity and inclusion, accountability, social responsibility, ethical decision making, respect for individual rights, fairness, equality, anti-discrimination policies

Ethics: e.g. alignment with values and sector strategy, ethical work culture, public trust, law compliance, ethical practices, diversity, equity, inclusion.

Employee wellbeing and engagement:

Engagement: engagement strategies (e.g. employee perks, bonuses, holidays, job satisfaction, workplace safety, employee benefits), company culture, job satisfaction, work-life balance (e.g. remote working, hybrid working), wellness initiatives and resources, staff morale, healthy work environment, employee satisfaction surveys (e.g. feedback, questionnaires, drop-in session, workshops, engagement index (EI) scoring)

Wellbeing: e.g. mental health support, wellness programmes, mental health initiatives, work-life balance policies, employee engagement, staff morale, burnout prevention, occupational health, stress management.

Community and public service alignment:

Community engagement: e.g. public service values, community impact, social equity, stakeholder relationships, civic responsibility

Public service values: e.g. workforce policy alignment, community connection, stakeholder engagement, social equity.

LO2 **Discuss how HR can contribute to organisational success within the public service sector**

Strategic HR management:

Strategic alignment: e.g. workforce planning, succession planning, employee retention strategies, skills development, leadership pipeline, performance management systems

Organisational goal alignment: e.g. workforce readiness, motivation, mission alignment, future leader development, continuous learning culture, improvement.

Performance and productivity:

Performance metrics: e.g. goal setting, continuous feedback, employee appraisal, productivity improvement, efficiency strategies, high-performance culture, accountability frameworks

Productivity enhancement techniques, performance standards, workforce efficiency, service delivery optimisation.

Talent management and development:

Talent development: e.g. training programmes, professional growth, career pathways, mentorship, skills enhancement, knowledge transfer, employee empowerment, learning culture

Top talent development: e.g. comprehensive training, retention strategies, professional development, empowerment, continuous learning culture.

Employee engagement and motivation:

e.g. recognition programmes, employee incentives, job enrichment, motivation theories, team-building activities, communication strategies, feedback mechanisms, engagement surveys

Engagement initiatives: e.g. staff morale impact, recognition and reward programmes, meaningful participation opportunities.

Organisational change and adaptability:

Role in change management: e.g. adaptability, organisational resilience, transformation initiatives, stakeholder involvement, communication during change, employee buy-in, managing resistance

Role in change facilitation: e.g. communication strategies, stakeholder engagement, transformation processes, organisational resilience, adaptability techniques.

LO3 **Review the legislation and policies relevant to HR in an identified public service sector**

Employment law framework:

Core legislation – Employment Rights Act 1996:

Requirements: e.g. legal protections for employees, right to fair treatment, contracts, termination conditions, unfair dismissal protections, notice periods

Relevant HR policies: e.g. employee hiring policy, employee termination policy, employee redundancy policy, working practice policy, expenses policy, leave and absence policy, maternity and paternity policy, adoption policy, parental leave policy, sickness and return to work policy, disciplinary and grievance policy, occupational health policy.

Data protection and privacy:

Core legislation: e.g. General Data Protection Regulation (GDPR), Freedom of Information Act 2000

Requirements: e.g. employee data rights, breach notification protocols, data retention policies

Relevant policies: e.g. freedom of information policy, data protection policy, whistleblowing policy.

Equality and diversity:

Relevant legislation – the Equality Act 2010:

Requirements: e.g. anti-discrimination provisions, equal opportunity requirements, protected characteristics, harassment policies

Relevant HR policies: e.g. equality diversity and inclusivity (EDI) policy, accessibility policy, harassment and bullying policy, disciplinary and grievance policy, whistleblowing policy.

Workplace safety and wellbeing regulations:

Relevant legislation – Health and Safety at Work etc. Act 1974:

Requirements: e.g. employer duties to provide a safe work environment, risk assessments, safety training requirements, incident reporting

Relevant HR policies: e.g. risk assessment policy, occupational health policy, health and safety policy, whistleblowing policy.

Whistleblowing:

Relevant legislation – Public Interest Disclosure Act (PIDA) 1998:

Requirements: e.g. protection for whistleblowers, procedures for reporting unethical behaviour, anonymity and confidentiality safeguards, consequences of non-compliance

Relevant HR policies: whistleblowing policy.

LO4 **Develop an HR policy for an identified public service scenario**

Requirements analysis:

Business and service requirements: specification of service outcomes, alignment with strategic goals (e.g. government, legislative, financial, community), improvement of operational efficiency, interconnection between service delivery and community impact, balancing quality of service with available resources, short-term and long-term service delivery goals

Modernisation: e.g. best practice, standards, benchmarks, technological, cultural, ethical

Legislation requirements or changes: e.g. compliance with statutory obligations, adherence to local and national government regulations, policy impact on legal requirements, legislative changes affecting public service delivery, consultation with legal and regulatory experts, transparency, accountability, meeting expectations.

Alignment of policy with legal and service requirements:

Legal alignment: e.g. relevant legislation, regulations and statutory mandates, cross-referencing with legal frameworks related to public service operations, health and safety, data protection and equality, enforceability and compliance

Service alignment: e.g. integration with public service goals, mission statements, organisational values, addressing community priorities, enhance service quality, promote fairness and accessibility, department coordination, efficient resource allocation, streamlining of service processes.

Stakeholders:

Internal stakeholders: e.g. government officials and senior management, service delivery managers, department heads, public sector employees, stakeholder feedback (e.g. alignment with objectives, identified problems, practical solutions)

External stakeholders: e.g. local communities, national government bodies, non-profit organisations and advocacy groups, public service users, stakeholder feedback (e.g. public concerns, meeting local needs, regulation compliance, delivery suggestions).

Deliverability assessment:

Risks: identification of potential barriers (e.g. resource constraints, entrenched ideologies, resistance to change, financial, cultural, technological, community resistance), risk assessment including the impact on vulnerable populations, public backlash, risk mitigation strategies, contingency planning, strategies to maintain public trust

Impact: e.g. service quality, accessibility and efficiency, broader social and economic implications (e.g. equity, environmental sustainability, long-term community wellbeing), influence on public perception and engagement

Budget and resource considerations: e.g. cost analysis, funding sources, impact on government budgets, resource allocation planning, balancing service quality with fiscal responsibility, budget constraints, opportunities for efficiency savings (e.g. staff reduction, community partnerships, grants, external funding)

Time to deliver: e.g. realistic timelines including legislative cycles, budgetary approvals and operational readiness, identification of critical deadlines, potential delays due to bureaucratic processes, strategies to accelerate delivery when needed, scheduling for phased implementation to manage resources effectively

Success metrics: e.g. Key Performance Indicators (KPIs), service delivery efficiency, user satisfaction, equity in service access, compliance rates, measurement frameworks for monitoring policy impact over time, continuous improvement strategies, planning for regular performance reviews, impact assessments, adjustments based on feedback and results.

Review and continuous improvement:

Regular review cycle: e.g. scheduling periodic reviews to ensure the policy remains effective and relevant, monitoring legislative changes, updating the policy accordingly, responding to evolving community needs, engagement with stakeholders for ongoing feedback, analysis of lessons learned, integration of new insight, performance audits, mechanisms to track adherence to policy guidelines

Continuous improvement: e.g. identification of areas for policy enhancement, data-driven decision making, fostering a culture of continuous service excellence, incorporation of new technologies and methodologies to improve service outcomes, collaboration with other public sector entities to share knowledge and best practices.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the role of HR and its values within public services</td><td rowspan="5">LO1 and LO2

D1 Evaluate, using real-world examples, the effectiveness of HR in contributing to employee wellbeing and organisational success in the public service sector.</td></tr>
<tr><td>P1 Explore the roles and values of HR within public services.

P2 Discuss how HR can contribute to employee wellbeing and engagement.</td><td>M1 Justify the importance of HR in the public sector.</td></tr>
<tr><td colspan="2">LO2 Discuss how HR can contribute to organisational success within the public service sector</td></tr>
<tr><td>P3 Discuss how HR can contribute to organisational success within the public service sector.

P4 Explain the role played by HR in the management of change within a public service sector organisation.</td><td>M2 Assess, using real-world examples, the impact of an HR department on the success of an organisation within the public service sector.</td></tr>
<tr><td colspan="2">LO3 Review the legislation and policies relevant to HR in an identified public service sector</td></tr>
<tr><td>P5 Review the legislation relevant to HR in an identified public service sector.

P6 Discuss, with real-world examples, how the relevant policies developed by HR are designed to meet the current legislation.</td><td>M3 Evaluate, using real-world examples, the effectiveness of a range of HR policies in meeting current legislative requirements.</td><td>LO3 and LO4

D2 Justify, with reference to real-world examples, the effectiveness of the designed HR policy in meeting the sector scenario goals as well as current legislative requirements.</td></tr>
<tr><td colspan="2">LO4 Develop an HR policy for an identified public service scenario</td></tr>
<tr><td>P7 Develop an HR policy for an identified public service scenario.

P8 Review the developed HR policy with a range of relevant stakeholders to identify any issues with the deliverability of the policy and areas for improvement.</td><td>M4 Evaluate the effectiveness of the developed HR policy in its ability to meet the public service scenario goals.</td></tr>
</table>

Recommended Resources

Textbooks

Armstrong, M. and Taylor, S. (2023). *Armstrong's Handbook of Human Resource Management Practice: A Guide to the Theory and Practice of People Management*. 16th ed. London: Kogan Page.

Hayes, J. (2022). *The Theory and Practice of Change Management.* 6th Ed. London: Bloomsbury.

Lewis, L. K. (2011). *Organisational Change: Creating Change Through Strategic Communication.* Chichester: New Jersey: Wiley-Blackwell.

Mee-Yan, C. J. and Holbeche, L. (2021). *Organisational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

Pink, D. H. (2011). *Drive: The Surprising Truth About What Motivates Us.* Edinburgh: Canongate Books.

Stanford, N. (2013). *Organisation Design: Engaging with Change.* 2nd Ed. Abingdon, Oxon; New York; NY: Routledge.

Taylor, S. and Woodhams, C. (2022). *Human Resource Management: People and Organisations*. 3rd Ed. London: Kogan Page.

Websites

cipd.org	Chartered Institute of Personnel and Development Knowledge hub (General reference)
hrmagazine.co.uk	HR Magazine Article: The future of public sector HR (General reference)
pmjobs.cipd.co.uk/article/hr-in-public-sector	People Management Jobs Article: HR in the Public Sector (General reference)
www.civil-service-careers.gov.uk/professions/working-in-human-resources	GOV UK Working in Human Resources (General reference)

Journals and articles

Asad, M., Asif, M. U., Abu Bakar, L. J. and Sheikh, U. A. (2021). Transformational Leadership, Sustainable Human Resource Practices, Sustainable Innovation and Performance of SMEs, *2021 International Conference on Decision Aid Sciences and Application (DASA),* [online] pp. 797–802. Available at doi: doi.org/10.1109/DASA53625.2021.9682400.

Beugelsdijk, S. (2008). 'Strategic Human Resource Practices and Product Innovation', *Organization Studies*, 29(6), pp. 821–847. Available at doi: doi.org/10.1177/0170840608090530.

De Clercq, D., Kundi, Y. M., Sardar, S. and Shahid, S. (2021). 'Perceived organizational injustice and counterproductive work behaviours: mediated by organizational identification, moderated by discretionary human resource practices', *Personnel Review*. Available at doi: doi.org/10.1108/pr-06-2020-0469.

Enz, C. A., and Siguaw, J. A. (2000). 'Best Practices in Human Resources', *Cornell Hotel and Restaurant Administration Quarterly*, 41(1), pp. 48–61. Available at doi: doi.org/10.1177/001088040004100123.

Links

This unit links to the following related units:

Unit 401: Exploring Public Services

Unit 402: Mental Health and Wellbeing

Unit 403: Equality, Diversity, Inclusion and Ethics.

Unit 521: Work-based Experience

Unit code: D/651/4732

Unit level: 5

Credit value: 15

Introduction

Work experience and placements are crucial for developing knowledge, practice and competency. As public services have various sectors, including law enforcement, fire and rescue, and emergency services, it is essential for students to gain practical and transferable skills for the workplace.

This unit aims to give students the opportunity to consider, plan, undertake and review a work placement in order to develop key skills such as communication, problem solving and adaptability. Students will gain the knowledge and experience that will help them gain first-hand exposure to teamwork and creative thinking. They will consider aspects of professional conduct and health and safety, and explore employer expectations.

On successful completion of this unit, students will gain several employability skills. They will have gained theoretical knowledge which they can apply to real-world situations. Students will be able to set and review their goals and make accurate judgements on their performance and future work. They will have developed a broad set of interpersonal skills which allows them to enter the workforce of both the military and public services better informed.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Describe the key aspects of work experience in public services

LO2 Report on the changing nature of work within public services

LO3 Undertake a work experience placement within the public service sector

LO4 Review professional conduct and the learning experience following a placement in the public service sector.

Essential Content

LO1 Describe the key aspects of work experience in public services

Types of work experience:

Definitions including work experience, work placement, work placement types e.g. apprentice, junior, observer, internship, sandwich year, gap year, work shadowing, site visits, company visits, field trips, vacation placements; criteria for suitable and viable placements.

Working environments:

Types of workplace (including office, remote, hybrid, client-based), working cultures (e.g. hierarchy, creative, technical, customer-focused, market driven, employee focused, innovative, result-driven), company practices, e.g. flexible hours, diversity and inclusivity, team focused, employee support, CPD/training and development, learning opportunities.

Sectors:

Police, ambulance, fire service, civil service, prison service, HM Revenue and Customs, coast guard, army, Royal Navy, Royal Air Force, associated tasks and performance measures and outcomes, legislative engagement for work experience and placements

Purpose: organisational objectives; mission statements; legislation e.g. Fire Service Act 2004, Police Act 2004.

Preparation for placement:

Key skills required for successful placements, including communication, teamwork and time management, CV writing, job applications and interview techniques in securing placements, employer expectations, candidate expectations.

LO2 Report on the changing nature of work within public services

Technological changes:

Analysis of data, Internet of Things (IoT) for decision making, databases, streamlined communication, cloud computing, blockchain technology, developing an online profile, video conferencing software (e.g. Microsoft Teams, Zoom), 5G deployment, mobile applications, wearable technologies, time management, monitoring and recording technologies, artificial intelligence, augmented reality, virtual reality.

Productivity improvements:

e.g. higher throughput, complete tasks faster, multitasking.

Efficiency improvements:

e.g. increased automation, fewer staff, reduced error rates, faster response times, improved data access e.g. retrievals, processing, reporting.

Cultural changes:

Collaboration within a diverse structure, flexible/hybrid working, workplace rights, types of unions, mental health and wellbeing support, data-driven decision making, privacy and ethical considerations, adoption of greener practices (e.g. reducing paper, energy efficient facilities, greener deployment exercises), inclusivity and diversity considerations, LGBTQ+, integration, differentiation and fragmentation, organisational climate, psychological safety, whistleblowing.

Career development:

Career progression, CPD, skills training, employer-led training, employee training, employer expectations of key employability skills, e.g. interpersonal skills, communication skills, critical thinking, presentation skills, leadership skills, mentorship skills, teamwork, soft skills vs. hard skills.

LO3 **Undertake a work experience placement within the public service sector**

Professional skills:

Negotiation, communication methods and accountable actions, persuasive behaviours and endorsements, routine work, performance indicators, value for money, digital literacy (e.g. internet use, email use, office applications, file organisation), analytical thinking, policy development, social understanding, stakeholder management, resource allocation, conflict resolution.

Professional behaviours:

Professionalism including spoken, written, appearance, accountability, respectful, honesty and ethics, positive attitude, timekeeping, literacy and numeracy, timewasting and effective time management, communication and interaction, problem solving, accepting feedback, responding to feedback, neatness, organisation of workspace, respect for equipment.

Undertaking placement:

Agreed actions and appreciation of code of practice, log of actions, activities and learning moments, setting SMART target and objectives

Employer expectations: e.g. starting and stopping times, number of breaks, employee expectations, skills learned

Employee expectations: e.g. use of facilities including canteen, bathrooms; mentors, support, liaison officer, accessible tasks skills learned, networking opportunities, project exposure

Legislation compliance: e.g. health and safety, UK GDPR, Computer Misuse Act, safeguarding consideration including Enhanced DBS Checking, working with minors, risk assessment.

Types of feedback:

Feedback for beneficial impact, feedback evaluation, methods of recording for meaningful future engagement, effective and SMART practices. Feedback methods including verbal, written (e.g. reports, emails, logs, timesheets), questionnaires, surveys, interviews with colleagues.

LO4 **Review professional conduct and the learning experience following a placement in the public service sector**

Review:

Work produced, progress made against agreed targets/outcomes, development and exposure to skill development, revisit and review skills audit, comparison of expectations of self and employer, interdepartmental review, building partnerships.

Reflection:

Simplified methods of reflection, 360° perspective of understanding, De Bono's Six Hats, self-assessment of competencies, learning that has taken place including formal and informal, identifying and maximising future development opportunities, stress management and resilience.

Next steps:

Action plan for future development, types of development plans and monitoring tools (e.g. spreadsheets, job sheets, timesheets, Teams, email tracking, GANTT chart, OneNote, databases, HR software,) preferences of types of work following placement, CV and interview preparation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the key aspects of work experience in public services		**LO1 and LO2** **D1** Evaluate a range of work experience opportunities that will shape professional development opportunities within public services.
P1 Describe a range of work experience opportunities that would develop understanding of work within the public service sector. **P2** Explain the requirements and preparation for securing a work placement in the public service sector.	**M1** Analyse a diverse range of viable work experience opportunities to demonstrate a broad understanding of the public sector workplace.	
LO2 Report on the changing nature of work within public services		
P3 Explain how developments in technology have enhanced employee productivity and efficiency within public services. **P4** Discuss the cultural changes and career progression opportunities within the public service sector.	**M2** Review how technological changes can lead to career progression opportunities within the public service sector.	

Pass	Merit	Distinction
LO3 Undertake a work experience placement within the public service sector		**LO3 and LO4** **D2** Evaluate the success of the professional work placement, considering the employee and employer expectations, linking it to future career progression.
P5 Identify a range of employee and employer expectations to be achieved in a work placement experience. **P6** Demonstrate professional practice and key skills within the public service sector.	**M3** Assess professionalism in the work experience placement, considering employer and employee expectations.	
LO4 Review professional conduct and the learning experience following a placement in the public service sector		
P7 Review feedback obtained from the workplace and self-reflection to identify any strengths and weaknesses following the work placement. **P8** Use the results of the feedback review to create a plan for future development.	**M4** Justify the learning plan developed based on feedback review and reflective practice.	

Recommended Resources

Textbooks

Beevers, K., Rea, A. and Hayden, D. (2019). *Learning and Development Practice in the Workplace*. 4th ed. London: Kogan Page.

Fanthome, C. (2004). *Work Placements: A Survival Guide for Students.* London: Palgrave Macmillan.

Ghaye, T. (2010). *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action*. Abingdon, Oxon; New York, NY: Routledge.

Herbert, I. and Rothwell, A. (2004). *Managing Your Placement: A Skills-Based Approach.* London: Palgrave Macmillan.

Rolfe, G. and Freshwater, D. (2020). *Critical Reflection in Practice*. 2nd Ed. London:, Bloomsbury.

Rook, S. (2015). *Work Experience, Placements and Internships*. London: Bloomsbury.

Stewart, A., Owens, R., O'Higgins, N. and Hewitt, A. (2021). *Internships, Employability and the Search for Decent Work Experience*. Cheltenham: Edward Elgar Publishing.

Websites

careerpilot.org.uk	Career Pilot Public services (General reference)
nationalcareers.service.gov.uk/careers-advice/types-of-work-experience	GOV UK How to get work experience (General reference)
www.gov.uk/government/publications/work-experience-and-related-activities-in-schools-and-colleges	GOV UK Work experience and related activities in schools and colleges (General reference)
www.prospects.ac.uk	Prospects Work experience and internships (General reference)

Journals and articles

Blackwell, A. et al. (2001). 'Transforming Work Experience in Higher Education', *British Educational Research Journal*, [online] 27(3), pp. 269–285. Available at doi: doi.org/10.1080/01411920120048304.

Bolton-King, R. S. (2022). 'Student mentoring to enhance graduates' employability potential', *Science & Justice*, 62(6), pp. 785–794. Available at doi: doi.org/10.1016/j.scijus.2022.04.010.

Guile, D. and Griffiths, T. (2001). 'Learning Through Work Experience'. *Journal of Education and Work*, [online] 14(1), pp. 113–131. Available at doi: doi.org/10.1080/13639080020028738.

Mann, K. L., Delport, S., Stanton, R. and Every, D. (2021). 'Exploring Resilience in Undergraduate and Early Career Paramedics', *Australasian Journal of Paramedicine*, 18. Available at doi: doi.org/10.33151/ajp.18.894.

Walker, D. I. (2021). 'Learning to own professional practice through character – The case of the junior British Army officer', *Journal of Moral Education*, 51(4), pp. 554–572. Available at doi: doi.org/10.1080/03057240.2021.1991292.

Links

This unit links to the following related unit:

Unit 501: Professional Development.

Unit 522: Leadership in Public Services

Unit code: F/651/4733

Unit level: 5

Credit value: 15

Introduction

Leadership in public services is a fundamental aspect of achieving efficient, ethical and effective service delivery in high-stress environments, including law enforcement, firefighting, emergency medical response and other critical public roles. Leaders in these fields face unique challenges that require a strong understanding of various leadership theories, communication techniques and decision-making skills. In this unit, students will explore key leadership theories, the importance of effective communication, ethical considerations, crisis management and the impact of leadership on team dynamics and performance. The unit covers traditional and modern leadership theories, communication and decision-making skills, ethical considerations, crisis management, operational efficiency and the influence of leadership on team performance and cohesion.

This unit aims to give students the skills and knowledge needed to understand and apply leadership theories and styles relevant to public services. Through analysis of different leadership models, students will examine the practical application of leadership in crisis management, ethical decision making and maintaining team cohesion. Students will review the impact of leadership on team performance, enabling them to lead and manage teams effectively in high-stakes, fast-paced public service settings.

On successful completion of this unit, students will develop critical thinking, communication and leadership skills applicable to roles in law enforcement, emergency response, the military services and public sector management. These skills are essential for roles that require effective decision making, ethical awareness and the ability to manage teams under pressure.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore key leadership theories and styles and their application for public services

LO2 Assess the importance of communication, decision making and ethical considerations in leadership within public services

LO3 Investigate the role of leadership in crisis management in public services

LO4 Review the impact of leadership on team dynamics and performance in public services.

Essential Content

LO1 Explore key leadership theories and styles and their application for public services

Traditional leadership theories:

A range of traditional leadership theories, e.g.

Trait theory: inherent qualities (e.g. confidence, resilience, empathy), key traits for leaders in high stress roles (e.g. decisiveness, bravery), personality markers (e.g. integrity, adaptability, charisma)

Behavioural theories: emphasis on observable leader behaviours, task-oriented (e.g. efficiency, productivity), people-oriented (e.g. relationship building, compassion)

Operational focus with team morale balancing

Contingency theories: leadership adjustment to fit specific challenges, effective in dynamic, risk-prone environments, flexible approach, contextual analysis in task complexity, team readiness

Situational leadership: leader flexibility, directing, coaching, supporting, delegating, team development focus, upskilling, growth, roles shifting based on team needs and scenario demands.

Modern leadership approaches:

A range of modern leadership theories, e.g.

Transformational leadership: inspiring vision, teams shared goals, emphasis on ethics, community service, integrity, commitment, high achievement and innovation drivers, long-term cultural change, public trust-building

Transactional leadership: structured approach, clear rewards, clear consequences, goal-focused, performance metrics, productivity emphasis, compliance with established protocols, effective in routine and structured roles

Servant leadership: team members' welfare emphasis, needs-driven, empowering, supportive, emphasis on mental health, team morale, loyalty, trust build, community-focused approach

Adaptive leadership: respond to changing needs and challenges, new threats adjustment, emphasis on volatility, uncertain environments, innovative, continuous learning.

Leadership styles:

A range of leadership styles, e.g.

Authoritative: clear command and directives, assertive decision making, suitable for crisis situations, direct communication and responsibility enforcement, clear expectations in high-stakes environments

Democratic: inclusive, participative approach, morale build, collaboration, diverse perspectives, team ownership, ideal for policy development, community engagement

Laissez-faire: hands-off approach for skilled autonomous teams, effective for highly trained units, self-regulation, high-autonomy tasks

Transformational: vision, inspiration, motivation, positive change

Transactional: goal-focused, structured rewards, versatile for varying public service demands, balancing long-term motivation with immediate task completion.

Application in public services:

e.g. police, fire and rescue, ambulance, coastguard and mountain rescue services, military

Community needs, crisis demands, real-time response, cultural sensitivity.

LO2 **Assess the importance of communication, decision making and ethical considerations in leadership within public services**

Communication:

Verbal skills, concise instructions, tone modulation, e.g. assertive, calming, focused, direct, quick response, consistent message delivery in crisis settings, tailored communication for diverse teams and communities

Non-verbal: e.g. body language, eye contact to convey authority and empathy, calming presence in tense situations, verbal messaging reinforcement, trust building, leader credibility, assertive leadership

Technological: radios, satellite comms, real-time data sharing, immediate updates, digital platforms for crisis response coordination, multi-agency collaboration through rapid information flow.

Decision-making models:

OODA Loop model: observe, orient, decide, act

Structured approach for rapid crisis response, operational clarity

Vroom-Yetton model: context-based decision involvement, balanced team input

Collaborative, command-driven, contextually sound decisions, team insight incorporation, outcome strengthening

Rapid decision making: crisis-driven decision-making balance, immediate emergency response, short-term urgency vs. long-term impact.

Ethical considerations:

Ethical dilemmas: balancing safety, legality, community needs, decisions in high-stakes, morally complex situations, transparent and accountable leadership under scrutiny

Codes of conduct: e.g. adherence to professional standards, commitment to ethical behaviour, public trust and confidence in leadership

Public perception and trust: e.g. transparent decision making for community trust, ethical responsibility in sensitive situations, service reputation.

LO3 **Investigate the role of leadership in crisis management in public services**

Leadership qualities:

Qualities: e.g. integrity and transparency, empathy, support, confidence, decisiveness, problem-solving skills, vision, foresight, resilience, stamina.

Leadership challenges in public services:

Challenges: e.g. bureaucratic constraints, political influences, resource limitations, public scrutiny, crisis unpredictability, inter-agency coordination.

Strategies for effective leadership:

Strategies: e.g. continuous training and development, scenario-based simulations, stakeholder engagement, transparent communication channels, technology integration, feedback mechanisms.

Stages of crisis:

Preparedness: e.g. risk assessment, resource planning, scenario analysis, emergency protocols, community readiness, training programmes, resource allocation

Crisis response: e.g. immediate action, incident containment, coordination of teams, public safety measures, communication systems activation, stakeholder engagement, logistical support

Recovery: e.g. post-crisis evaluation, infrastructure rebuilding, resource replenishment, psychological support, long-term community resilience, lessons learned, improvement planning.

Leadership in crisis management:

Leader's role: e.g. composure and decision making, stress management, situational awareness, clarity in decision making, confidence in leadership, time-sensitive judgement, focus under pressure

Resource coordination: e.g. allocation efficiency, deployment of human and material resources, multi-agency collaboration, technology integration, support system management, inventory assessment

Effective communication: e.g. information dissemination, stakeholder updates, media coordination, public assurance, clear directives, real-time updates, multilingual communication

Team management: e.g. role clarification, interdepartmental collaboration, unified objectives, delegation of tasks, team morale, clear hierarchy, conflict resolution

Public safety: e.g. evacuation strategies, safety protocols, risk zone identification, emergency shelter management, vulnerable population support, infrastructure safety assessments

Adaptability and flexibility: e.g. contingency planning, rapid adjustment to evolving scenarios, alternative resource utilisation, situational re-prioritisation, scalable response strategies

After-crisis navigation: e.g. debrief sessions, recovery strategy development, lessons learned documentation, policy review, long-term support, community engagement, infrastructure upgrades.

LO4 **Review the impact of leadership on team dynamics and performance in public services**

Team cohesion:

e.g. clear objectives, mutual trust, inclusivity, communication transparency, loyalty reinforcement, unified mission, respect for individual roles, collaborative culture, interdependence.

Conflict resolution and morale:

e.g. constructive mediation, morale maintenance, positive team culture, recognition, support systems, wellbeing emphasis, commitment enhancement, retention improvement, loyalty.

Operational performance:

e.g. transformational motivation, goal alignment, Key Performance Indicators (KPIs), structured accountability, adaptability, innovation, enhanced problem solving, transactional clarity, protocol adherence, operational reliability.

Performance benchmarks:

e.g. goal setting, target metrics, quality standards, response times, task accuracy, service consistency, productivity levels, completion rates, success ratios, reliability indicators, efficiency thresholds, role-specific objectives, performance comparisons, improvement targets, outcome measurement.

Resilience and crisis response:

e.g. emotional intelligence, stress management, stability, calm communication, resilience building, adaptability in crises, critical reflection, long-term resilience, safety emphasis.

Feedback and improvement:

e.g. constructive feedback loops, evaluation processes, self-assessment, learning culture, regular debriefing, performance reviews, feedback channels, skill development.

Overall impact:

e.g. operational success, empowerment, support, motivation, efficiency, service effectiveness, innovation, responsiveness, leadership influence on team environment.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore key leadership theories and styles and their application for public services</td><td rowspan="5">LO1 and LO2

D1 Evaluate, for a given scenario, the leadership theories, styles, communication and ethical decision making for an identified public service, that contributed to effective or ineffective leadership.</td></tr>
<tr><td>P1 Discuss key traditional and modern leadership theories in public services, using a range of real-world case studies.

P2 Explain, with the aid of examples, various leadership styles and their application in public service settings.</td><td>M1 Analyse the effectiveness of different leadership theories and styles with examples relevant to a specific public service scenario.</td></tr>
<tr><td colspan="2">LO2 Assess the importance of communication, decision making and ethical considerations in leadership within public services</td></tr>
<tr><td>P3 Discuss the role of effective communication in public service leadership, illustrated with a selection of real-world examples.

P4 Examine decision-making models and ethical considerations in public service leadership, with reference to a selection of real-world examples.</td><td>M2 Assess, for a given scenario, how effective communication and ethical decision making impact team dynamics and public confidence in an identified public service.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Investigate the role of leadership in crisis management in public services		**LO3 and LO4** **D2** Evaluate, using examples, how leadership contributes to team dynamics, operational performance and crisis management in public services.
P5 Describe, with reference to real-world examples, the various stages of a crisis. **P6** Discuss, using real-world examples from research, the role of leadership in crisis management in public services.	**M3** Analyse the impact of leadership in crisis management, using examples from real-world case studies for an identified public service scenario.	
LO4 Review the impact of leadership on team dynamics and performance in public services		
P7 Discuss, with examples, a range of positive impacts that effective leadership can have on team dynamics and performance in public services. **P8** Discuss, with examples, a range of negative impacts that ineffective leadership can have on team dynamics and performance in public services.	**M4** Assess the impact of leadership in contributing to team dynamics and operational performance in public services using real-world examples.	

Recommended Resources

Textbooks

Filstad, C. (2022). *Police Leadership as Practice*. Abingdon, Oxon; New York, NY: Routledge.

Jalonen, H., Virtanen, P. and Tammeaid, M. (2022). *Public Sector Leadership*. Abgindon, Oxon; New York, NY: Routledge.

Kilgallon, M. and Wright, M. (2024). *Leadership Behaviours for Effective Policing*. St Albans: Critical Publishing.

Montgomery, V. W. and Medina, P. S. (2023). *Leadership in Public and Nonprofit Organizations*. Abingdon, Oxon; New York, NY: Routledge.

Websites

cspl.blog.gov.uk/2023/02/02/public-sector-leaders-need-to-keep-talking-about-standards	Public sector leaders need to keep talking about standards (General reference)
inlogov.com/2024/02/08/what-is-good-public-service-leadership/#:~:text=Good%20leadership%20is%20transformative&text=Here%2C%20there%20is%20a%20rejection,others%20and%20learning%20from%20them	What is "good" public service leadership? (Article)
www.college.police.uk/ethics/code-of-ethics	Code of Ethics (General reference)

Journals and articles

Davis, C. (2018). 'Rank Matters: police leadership and the authority of rank', *Policing and Society*, 30(4), pp. 446–461. Available at doi: doi.org/10.1080/10439463.2018.1555250.

Haq, S. (2011). 'Ethics and leadership skills in the public service', *Procedia – Social and Behavioral Sciences*, 15, pp. 2792–2796. Available at doi: doi.org/10.1016/j.sbspro.2011.04.190.

Khoeroni, R., Suryadi, S. and Gunawan, A. (2022). 'Implementation of Digital Leadership in Development Digital Competence in Public Services', *The Management Journal of Binaniaga,* 7(2). Available at doi: doi.org/10.33062/mjb.v7i2.6.

Roycroft, M. and Brine, L. (eds) (2021). *Modern Police Leadership*, Cham, Switzerland: Springer Nature. Available at doi: doi.org/10.1007/978-3-030-63930-3.

Schwarz, G., Eva, N. and Newman, A. (2020). 'Can Public Leadership Increase Public Service Motivation and Job Performance?', *Public Administration Review*, 80(4), pp. 543–554. Available at doi: doi.org/10.1111/puar.13182.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 408: Emergency Management

Unit 409: On-scene Emergency Response

Unit 501: Professional Development

Unit 507: Emergency Services Collaboration

Unit 510: Command and Control.

Unit 523: Data Analytics and Decision Making

Unit code: H/651/4734

Unit level: 5

Credit value: 15

Introduction

The context of protective public services highlights the increasing reliance on data analytics for effective decision making. Data-driven insight enhances operational efficiency in areas such as crime prediction models, resource allocation and public safety trend analysis. In this unit, students will explore theoretical concepts and practical applications of data analytics, with an emphasis on its critical role in guiding strategic decisions that affect public safety and service effectiveness.

The primary aim of this unit is to give students the essential skills needed for collecting, analysing, interpreting and applying data effectively in protective public services. Students will explore various data sources, learning data visualisation techniques and leveraging data-driven insight to refine response strategies, optimise resource allocation and improve public safety outcomes. This knowledge is crucial for individuals aspiring to careers in public safety planning, policy making and operational management, ensuring that they are prepared to tackle the complexities of modern public service environments. The unit covers vital concepts such as the various types of data analytics (descriptive, predictive and prescriptive), methodologies for data collection, data cleaning techniques and ethical considerations regarding data use. Hands-on experience with analytical tools and techniques leads to practical skills in visualisation and reporting, allowing students to connect theoretical principles with practical applications.

On completion of this unit, students will have a comprehensive understanding of analytical reasoning, data interpretation and strategic decision making in public services. These competencies align with potential employment opportunities in roles such as Data Analyst, Intelligence Officer, Crime Analyst and Public Safety Planner, preparing students for utilising data-driven methodologies to enhance operational efficiency and strategic initiatives.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the fundamental principles of data analytics and their application in decision making within public services

LO2 Plan a data analysis methodology for a given scenario within public services

LO3 Implement data analysis for a given scenario within public services

LO4 Determine data-driven recommendations to inform decision making for a given public services scenario.

Essential Content

LO1 **Examine the fundamental principles of data analytics and their application in decision making within public services**

Public services applications of data analytics:

Police services: e.g. hotspot analysis, patrol optimisation, workload distribution, shift planning, real-time incident tracking, response time reduction, evidence linkage

Fire services: e.g. fire risk mapping, building safety analytics, hazard prediction, optimal deployment, response route planning, equipment readiness, wildfire modelling, seasonal risk prediction, smoke alarm coverage

Military services: e.g. terrain analysis, enemy activity prediction, logistics optimisation, threat assessment, satellite imagery analysis, equipment supply chain analytics, inventory forecasting, personnel deployment planning, skill assessment, training effectiveness, battle simulations

Ambulance services: e.g. route optimisation, response time analytics, traffic pattern analysis, call volume prediction, peak hour planning, resource distribution, medical outcome analysis, patient prioritisation, treatment effectiveness, shift planning, fatigue management, ambulance availability, equipment usage tracking

Mountain rescue services: e.g. weather condition analytics, terrain risk mapping, climber pattern analysis, GPS tracking, search area optimisation, resource coordination, avalanche risk modelling, seasonal risk assessment, equipment pre-positioning.

Data analytics methods:

Descriptive analytics: e.g. historical data, trends, patterns, data aggregation, summarisation, data visualisation, dashboards, performance metrics, 'What happened?'

Predictive analytics: e.g. forecasting, statistical modelling, machine learning, future outcomes, risk assessment, probability, regression analysis, 'What could happen?'

Prescriptive analytics: e.g. optimisation, decision support, simulations, recommendations, scenario analysis, action planning, algorithms, 'What should be done?'

LO2 **Plan a data analysis methodology for a given scenario within public services**

Objectives:

Clear articulation of analysis goals, formulation of measurable questions.

Data selection and preparation:

Data collection methods: surveys, administrative records, sensor and IoT data, geospatial data, open data sources

Best practices for effective collection: e.g. objectives, relevant data sources identification, use of appropriate technology and tools, data security and privacy.

Data quality dimensions:

Importance of accuracy, completeness, timeliness, consistency, validity

Preparation of datasets for analysis, including cleaning and preprocessing steps

Implications of poor data quality on decision making and public service effectiveness.

Analytical tools:

Introduction to analytical tools: e.g. software tools such as spreadsheets, Tableau, Power BI

Statistical programming languages: e.g. R, Python

Language functionalities in data analysis: e.g. data cleaning, input validation, input verification, graph production, statistical functions

Selection of appropriate analytical tools.

Frameworks for decision making:

Frameworks and models, e.g. evidence-based decision-making framework (EBDM), PDCA cycle (plan-do-check-act), SWOT analysis (strengths, weaknesses, opportunities, threats), Kepner-Tregoe decision analysis model, rational decision-making model, balanced scorecard framework, decision tree model, Monte Carlo simulation model, analytic hierarchy process (AHP), six sigma DMAIC (define, measure, analyse, improve, control)

Selection of appropriate framework.

Stakeholder engagement:

Identification of stakeholders, planning for involvement throughout the data analysis process, stakeholder needs and expectations.

LO3 **Implement data analysis for a given scenario within public services**

Execution of the data analysis plan:

Adherence to established timeline and objectives

Application of planned methodologies and tools

Identification and selection of Key Performance Indicators (KPIs)

Method evaluation for assessing effectiveness of implemented data-driven solutions, including pre- and post-implementation analyses, performance tracking

Insight generation: e.g. patterns, trends, correlations, anomalies

Evidence-based analysis: e.g. empirical, statistical, quantitative, qualitative, historical, predictive, peer analysis, risks.

Challenges in data-driven decision making:

Exploration of common challenges, including data limitations, stakeholder resistance, integration of quantitative and qualitative data

Risk analysis and management: identification and mitigation of risks associated with strategic and operational decisions, risk assessment.

Ethical considerations:

Ethical considerations in data usage: e.g. data privacy, informed consent, transparency, accountability, inclusivity, equity, long-term viability, user impact, bias in data, fair use of predictive models.

Data analytics tools:

Police services: e.g. IBM i2 analyst's Notebook, Esri ArcGIS, Axon Evidence, Power BI, PredPol, Shotspotter, Coplink, PALMS, CrimeView, Geopolitica

Fire services: e.g. Esri ArcGIS, First Due, NFIRSFirehouse, BRYX 911, Firestat, Zoll, Deccam ADAM

Military Services: e.g. Palantir Gotham, SAS analytics for defence, Esri ArcGIS, Raytheon BNN, DCGS-A, HUMINT, SIGINT, SAP HANA, APTIS, C3IA, LogFAS

Ambulance services: e.g. Optima Predict, ESO Analytics, FirstWatch, ZOLL, Siren ePCR, StreetSense, RapidDeploy Nimbus

Mountain rescue services: e.g. ArcGIS, SARtopo, CalTopo, Rescue Base, Terrain Navigator Pro, SPOT, SnowPilot, DroneDeploy, Pix4D, Windy, Weather Underground.

LO4 **Determine data-driven recommendations to inform decision making for a given public services scenario**

Problem framing:

Techniques for question framing: e.g. five Ws and one H technique, actionable, impact-oriented, result-focused, open-ended, closed-ended, user-focused, benchmark-setting, decision-driven questions

Recommendation development: formulation of actionable, data-driven recommendations based on analytical findings.

Communication and reporting skills:

Presentation: e.g. structure, narrative, clarity, engagement, discussion, Q&A, rapport building, result-oriented

Tone: e.g. formal, informal conversational

Written communication: e.g. introduction, body, conclusion, logical flow, conciseness, executive summary, key findings, outliers

Follow-up: e.g. next steps, implications, calls to action, strategic alignment

Feedback mechanisms for continuous improvement: importance of incorporating stakeholder feedback, iterative improvements in data analysis processes, ongoing evaluation of recommendations.

Data visualisation:

Visual storytelling: e.g. charts, graphs, dashboards, infographics, user-friendly design

Intuitive visualisations that are easily interpretable by stakeholders.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the fundamental principles of data analytics and their application in decision making within public services</td><td rowspan="2">D1 Evaluate the impact of data analytics on decision making.</td></tr>
<tr><td>P1 Explain how data-driven approaches impact operational decision making in public services.
P2 Discuss core concepts and methods of data analytics.</td><td>M1 Assess how data analytics methods improve decision making in public services.</td></tr>
<tr><td colspan="2">LO2 Plan a data analysis methodology for a given scenario within public services</td><td rowspan="7">LO2, LO3 and LO4
D2 Evaluate the planned data methodology used and recommendations made, referencing the audience feedback, identifying areas for improvement.</td></tr>
<tr><td>P3 Develop a data analytics plan for a given public services scenario using an identified data analysis methodology.
P4 Review the data analytics plan, based on a range of relevant stakeholder feedback, to identify strengths, weaknesses and areas for improvement.</td><td>M2 Justify the data analytics planning decisions, considering relevant stakeholder feedback.</td></tr>
<tr><td colspan="2">LO3 Implement data analysis for a given scenario within public services</td></tr>
<tr><td>P5 Apply data analysis according to the planned methodology for a given scenario within public services.
P6 Generate data analytics insight for a given scenario within public services.</td><td>M3 Justify the effectiveness of data analytics insight, including challenges and ethical considerations in the data analysis process.</td></tr>
<tr><td colspan="2">LO4 Determine data-driven recommendations to inform decision making for a given public services scenario</td></tr>
<tr><td>P7 Formulate data-driven recommendations for a given scenario within public services.
P8 Present findings and recommendations to an intended audience.</td><td>M4 Assess the strengths and weaknesses of data findings and recommendations in relation to audience engagement.</td></tr>
</table>

Recommended Resources

Textbooks

Liebowitz, J. (2020). *Data Analytics and AI*. Boca Raton, Florida: CRC Press.

Morrow, J. (2023). *Be Data Analytical: How to Use Analytics to Turn Data into Value*. London: Kogan Page.

Wickham, H., Çetinkaya-Rundel, M. and Grolemund, G. (2023). *R for Data Science*. California: O'Reilly Media.

Websites

blog.govnet.co.uk/technology/the-future-of-data-analytics-in-the-uk-public-sector	The Future of Data Analytics in the UK Public Sector (Article)
rusi.org	Data Analytics and Algorithms in Policing (Article)
www.microsoft.com/en-gb/power-platform/products/power-bi	Microsoft Power BI Power BI Desktop (Development tool)
www.gov.uk	Data Analytics and AI in Government Project Delivery (General reference)
www.statista.com	Statista (Data sets)

Journals and articles

Adi, E., Anwar, A., Baig, Z. and Zeadally, S., (2020). 'Machine learning and data analytics for the IoT', *Neural Computing and Applications*, 32, pp. 16205-16233. Available at doi: doi.org/10.48550/arXiv.2007.04093.

Di Vaio, A., Hassan, R. and Alavoine, C. (2022). 'Data intelligence and analytics: A bibliometric analysis of human–Artificial intelligence in public sector decision-making effectiveness', *Technological Forecasting and Social Change*, 174. Available at doi: doi.org/10.1016/j.techfore.2021.121201.

Mohamed, A., Najafabadi, M. K., Wah, Y. B. et al. (2020). 'The state of the art and taxonomy of big data analytics: view from new big data framework', *Artificial Intelligence Review,* 53. pp. 989–1037. Available at doi: doi.org/10.1007/s10462-019-09685-9.

Links

This unit links to the following related units:

Unit 420: Technology in Public Services

Unit 502: Research Project

Unit 515: Cyber Security.

Unit 524: Applied Forensic Psychology

Unit code: J/651/4735

Unit level: 5

Credit value: 15

Introduction

Forensic psychology represents an important link between psychology and the criminal justice system, focusing on understanding criminal behaviour, managing offenders and supporting victims. It involves analysing psychological factors that contribute to crime, applying assessment tools and implementing evidence-based interventions. Students will gain an understanding of how forensic psychologists contribute to crime prevention, investigation and rehabilitation.

The aim of this unit is to give students the theoretical knowledge and practical skills required to apply forensic psychology in various settings. Through exploration of psychological approaches to criminal behaviour, students will gain insight into offender motives, victim impacts and the tools used by forensic psychologists.

The unit covers a wide range of topics, including psychological theories of criminal behaviour, offender profiling techniques, memory and evidence analysis, and treatment strategies. Students will also explore the roles and responsibilities of forensic psychologists and examine the tools and techniques used in criminal investigations and offender rehabilitation. Collectively, these topics provide a good foundation for understanding and applying forensic psychology principles.

On successful completion of this unit, students will have developed analytical, assessment and profiling skills, as well as expertise in treatment planning and risk management. These skills are directly applicable to roles such as Forensic Psychologist, Offender Rehabilitation Specialist, Behavioural Analyst and Consultant in Criminal Justice. Students will build competencies in communication, research and decision making, ensuring that they are prepared for the complexities of forensic psychology practice.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Review a range of psychological perspectives to criminal behaviour

LO2 Explain the role and purpose of the forensic psychologist

LO3 Explore the tools and techniques available to a forensic psychologist

LO4 Develop an offender profile and treatment strategy for a given scenario using forensic psychology tools and techniques.

Essential Content

LO1 Review a range of psychological perspectives to criminal behaviour

Theories of criminal behaviour:

Social learning theory: modelling criminal behaviour, observational learning

Rational choice theory: decision making, cost-benefit analysis

Bowlby's maternal deprivation theory: attachment, early trauma

Eysenck's biosocial theory: personality traits (psychoticism, extraversion, neuroticism).

Psychological perspectives of criminal behaviour:

Psychodynamic perspective: e.g. Freud's unconscious mind theory, id-ego-superego model, defence mechanisms (repression, regression, denial, projection, displacement), modern psychodynamic theories (Jung, Erikson)

Behaviourist perspective: e.g. classical conditioning (Pavlov), operant conditioning (Skinner), reinforcement, punishment, contemporary learning theories (e.g. Bandura, Rotter, Kearsley)

Cognitive perspective: e.g. memory, attention, perception, problem solving, cognitive distortions, schema theory

Humanistic perspective: e.g. self-actualisation, freewill, holistic understanding, Maslow's hierarchy of needs, Carl Rogers' client-centred concepts

Other psychological perspectives: e.g. trauma, mental health disorders, cognitive impairments.

Other factors influencing criminal behaviour:

Genetics: e.g. hereditary influences, familial traits, medical conditions, brain structures, neurochemistry, natural selection, physiology

Group influence: e.g. social loafing, deindividuation, bystander behaviour, conformity theory (e.g. Sherif, Asch), obedience theory (e.g. Linton, Milgram, Hofling)

Environment and society: e.g. poverty, social climate, peer pressure, substance abuse, geography, family influences.

LO2 **Explain the role and purpose of the forensic psychologist**

Forensic psychologist purpose:

Behavioural analysis: criminal motives, psychological factors, offender profiling, pattern identification

Psychological assessment: risk assessment tools, competency evaluations, cognitive and personality testing

Offender profiling: behavioural patterns analysis, geographical profiling, crime linkage evaluations

Interrogation assistance: behavioural cues identification, truthfulness evaluation, question structuring guidance

Investigation guidance: victimology assessments, crime scene analysis, offender motive insights.

Role as an expert witness:

Courtroom contributions: e.g. presentation of psychological findings, defendant mental health analysis, evaluation of eyewitness reliability

Legal insight: e.g. expert witness testimony, competency to stand trial, criminal responsibility assessments, mental state evaluations

Sentencing recommendations: e.g. treatment suitability, risk mitigation, rehabilitation potential, offender needs analysis.

Other roles in the criminal justice system:

Offender management: e.g. risk evaluations, treatment programme recommendations, strategies to prevent recidivism

Public safety enhancement: e.g. community risk reduction, criminal behaviour analysis, intervention planning.

Role in victim support:

Victim support: e.g. psychological assessment, restorative justice facilitation, PTSD management, counselling, emotional stability restoration

Memory retrieval: e.g. eyewitness testimony preparation, cognitive interviews, memory bias analysis

Victim safety: e.g. risk management strategies, resource allocation, victim protection recommendations.

Role in research and policy development:

Behavioural studies: e.g. analysis of criminal patterns, offender motives, recidivism predictors

Policy contributions: e.g. crime prevention strategies, offender management policies, promotion of evidence-based practices

Programme evaluation: e.g. rehabilitation programme assessments, intervention effectiveness analysis, recidivism reduction strategies.

LO3 **Explore the tools and techniques available to a forensic psychologist**

Offender profile-crime scene analysis:

Physical evidence: e.g. fingerprints, DNA samples, blood spatter, weapon traces

Behavioural evidence: e.g. placement of items, level of planning, signs of remorse or escalation

Crime scene type: e.g. organised (controlled, planned) vs. disorganised (chaotic, impulsive)

Point of entry and exit: e.g. forced entry, unlocked doors, methodical or rushed escape

Scene dynamics: e.g. single location or multiple locations, staging of the scene

Environmental context: e.g. time of day, weather conditions, public visibility, isolation.

Offender profile-witness statements:

Memory stages: acquisition (attention, perception), retention (storage duration, interference), retrieval (cue dependency, context)

Eyewitness accounts: e.g. descriptions of suspects, actions, timelines and behaviours, interview techniques

Reliability factors: e.g. stress levels, memory retention, confidence, consistency of details, cognitive biases

Corroboration: e.g. matching multiple witness accounts, identifying patterns or contradictions

Influencing factors: e.g. lighting, distance, viewing angle, duration of the event

Post-event information: e.g. influence of media, other witnesses or suggestive questioning.

Offender profile-forensic evidence:

Biological evidence: e.g. DNA, hair strands, bodily fluids, tissue samples

Chemical evidence: e.g. drug traces, toxins, chemical residues

Trace evidence: e.g. fibres, soil, glass fragments, paint chips

Tool marks and impressions: e.g. shoe prints, tire tracks, tool-use marks

Digital evidence: e.g. GPS data, phone records, online activity, surveillance footage, behavioural patterns through geolocation data, social media use

Matching analysis: e.g. comparing evidence to databases, linking to prior incidents or suspects.

Offender profile-psychological assessment:

Specific risk and need assessment tools: e.g. 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), Structured Assessment of Violence Risk in Youth (SAVRY)

Psychometric testing: e.g. Minnesota Multiphasic Personality Inventory (MMPI), Wechsler Adult Intelligence Scale (WAIS), Rorschach Inkblot test

Static factors: age, criminal history, offence severity

Dynamic factors: substance abuse, attitudes, social ties

Strengths and limitations: accuracy, cultural bias, clinical judgement

Behavioural analysis tools: e.g. structured interviews, self-report questionnaires, closed and open questioning techniques, behavioural observation frameworks, tools for emotional regulation, aggression levels and coping strategies.

LO4 Develop an offender profile and treatment strategy for a given scenario using forensic psychology tools and techniques

Offender profile analysis:

Risk factors: static risk (criminal history, age, prior convictions), dynamic risk (substance abuse, cognitive distortions, emotional regulation)

Offence characteristics: e.g. type of crime, severity, frequency, victim impact, triggers, situational context

Behavioural patterns: e.g. aggression levels, impulsivity, planning, remorse indicators, coping mechanisms

Psychological traits: e.g. mental health conditions, personality traits, cognitive abilities, social skills

Social context: e.g. family relationships, peer influences, community ties, social support networks.

Management strategy:

Supervision plan: e.g. monitoring requirements, probation terms, community restrictions, curfews, electronic tagging

Sentencing types: e.g. community service, custodial sentences, probation

Risk management: e.g. regular risk assessments, contingency planning, compliance checks, multi-agency collaboration

Victim considerations: e.g. restraining orders, restorative justice opportunities, victim protection strategies

Accountability measures: e.g. structured reporting, progress tracking, involvement of legal or correctional officers.

Treatment strategy:

Therapeutic Interventions: e.g. cognitive behavioural therapy (CBT), anger management programmes, trauma-focused therapy, Offending Behaviour Programmes (OBPs), What Works report, therapeutic communities

Substance abuse programmes: e.g. detoxification plans, relapse prevention strategies, peer support groups, motivational interviewing

Mental health treatment: e.g. psychiatric evaluations, medication management, therapy for anxiety, depression and PTSD

Social rehabilitation: e.g. vocational training, educational programmes, community engagement, skill-building workshops

Behaviour modification programmes: e.g. reward-based reinforcement, impulse control techniques, emotion regulation strategies.

Implementation framework:

Multi-agency coordination: e.g. collaboration between psychologists, probation officers, law enforcement, community organisations

Structured goals: e.g. short-term and long-term objectives, individualised plans, measurable outcomes

Resource allocation: e.g. budget planning, availability of facilities, access to specialists, logistical considerations

Progress evaluation: e.g. regular reviews, feedback mechanisms, adjustment of strategies, recidivism risk reassessment.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Review a range of psychological perspectives to criminal behaviour</td><td rowspan="5">LO1 and LO2

D1 Evaluate the application of a range of psychological approaches by forensic psychologists in a range of real-world case studies.</td></tr>
<tr><td>P1 Discuss, using a range of real-world case studies, a range of behavioural theories and psychological approaches that help explain criminal behaviour.

P2 Review, using a range of real-world case studies, the different causal factors for criminal behaviour.</td><td>M1 Analyse, using a range of real-world case studies, how the various psychological approaches can be used in the study of criminal behaviour.</td></tr>
<tr><td colspan="2">LO2 Explain the role and purpose of the forensic psychologist</td></tr>
<tr><td>P3 Explain, using a range of real-world examples, the purpose of the forensic psychologist.

P4 Discuss, using a range of real-world examples, the various roles of the forensic psychologist.</td><td>M2 Assess, through examination of a range of real-world case studies, the effectiveness of the forensic psychologist in criminal cases.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Explore the tools and techniques available to a forensic psychologist		**LO3 and LO4** **D2** Justify the selection of the forensic psychology tools and techniques chosen for the development of an effective offender profile and treatment strategy for the given scenario.
P5 Discuss, using real-world case studies, how crime scene analysis and forensic evidence can be used by the forensic psychologist in helping to build an offender profile. **P6** Review, using real-world case studies, the range of witness statements and psychological assessment tools and techniques that are available to the forensic psychologist.	**M3** Evaluate, using a range of real-world case studies, the effectiveness of the tools and techniques available to a forensic psychologist in the success or failure of a criminal investigation.	
LO4 Develop an offender profile and treatment strategy for a given scenario using forensic psychology tools and techniques		
P7 Develop an offender profile for a given scenario using forensic psychology tools and techniques. **P8** Recommend an offender treatment strategy for a given scenario using forensic psychology tools and techniques.	**M4** Evaluate the effectiveness of the recommended treatment strategy for the developed offender profile, identifying strengths and areas for improvement.	

Recommended Resources

Textbooks

Adler, J. R., Gray, J. M. (2010). *Forensic Psychology: Concepts, Debates and Practice.* Abingdon, Oxon; New York, NY: Routledge.

Scott, A. J. (2019). *Forensic Psychology*. London: Bloomsbury.

Taylor, S. (2024). *Forensic Psychology: The Basics*. Abingdon, Oxon; New York, NY: Routledge.

Websites

www.apa.org/practice/guidelines/forensic-psychology	Speciality Guidelines for Forensic Psychology (Article)
criminal-justice.iresearchnet.com/criminology-theories/psychological-theories-of-crime/	Psychological Theories of Crime (Research)
www.simplypsychology.org/offender-profiling.html	Offender Profiling in Psychology (Research)

Journals and articles

Chadda, R. K. (2013). 'Forensic evaluations in psychiatry', *Indian Journal of Psychiatry*, 55(4), pp. 393–399. Available at doi: doi.org/10.4103/0019-5545.120558.

Neal, T. M. S. et al. (2022). 'The Law Meets Psychological Expertise: Eight Best Practices to Improve Forensic Psychological Assessment', *Annual Review of Law and Social Science*, 18(1), pp. 169–192. Available at doi: doi.org/10.1146/annurev-lawsocsci-050420-010148.

Parkhill, A. J., Nixon, M. and McEwan, T. E. (2022). 'A critical analysis of stalking theory and implications for research and practice', *Behavioral Sciences & the Law*, [online] 40(5), pp. 562–583. Available at doi: doi.org/10.1002/bsl.2598.

van Horn, J. E. et al. (2024). 'Editorial: New directions in forensic psychology: applying neuropsychology, biomarkers and technology in assessment & intervention', *Frontiers in Psychology, 15.* Available at doi: doi.org/10.3389/fpsyg.2024.1479498.

Wright, A. J. et al. (2022). 'Evidence-based clinical psychological assessment (EBCPA): Review of current state of the literature and best practices', *Professional Psychology: Research and Practice*, 53(4), pp. 372–396. Available at doi: doi.org/10.1037/pro0000447.

 © Pearson Education Limited 2025

Links

This unit links to the following related units:

Unit 406: Theories of Crime

Unit 503: Justice, Punishment and Rehabilitation

Unit 505: Forensic Methods and Applications

Unit 519: Offender Management.

12.0 Appendices

Appendix 1: Mapping of HND in Public Services against FHEQ Level 5 qualification descriptors

Key

Key for outcome classifications	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills

The HND qualification will be awarded to students who have demonstrated the following:

Knowledge and understanding (KU)

KU1 Knowledge and understanding of the fundamental principles and practices of contemporary public services

KU2 Knowledge and understanding of the public services environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability

KU3 Understanding and insight into different public service practices, their diverse nature, purposes, structures and operations and their influence upon the external environment

KU4 A critical understanding of the ethical, legal, professional and operational frameworks within which public services organisations operate

KU5 A critical understanding of the processes, procedures and practices for effective management of products, services and people

KU6 A critical understanding of the evolving concepts, theories and models within the study of public services across a range of practical and hypothetical scenarios

KU7 An ability to evaluate and analyse a range of concepts, theories and models to make appropriate public services decisions

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

KU9 Knowledge and understanding of how the key aspects of public services influence the development of people and businesses

KU10 An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace

Cognitive skills (CS)

CS1 Apply knowledge and understanding of essential concepts, principles and models within the contemporary public services sector

CS2 Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successful meet objectives

CS3 Critically evaluate current principles of the public services sector and their application to problem solving

CS4 Apply project management tools/techniques for reporting and planning, control and problem solving

CS5 Critique a range of public services systems and operations and their application to maximise and successfully meet strategic objectives

CS6 Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision making

CS7 Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world public services scenarios

CS8 Evaluate the changing needs of the public services sector and have confidence to self-evaluate and undertake additional continued professional development as necessary

Applied skills/practical skills (AS)

AS1 Evidence the ability to show relationship management and develop appropriate policies and strategies to meet stakeholder expectations

AS2 Apply innovative ideas to develop and create new products or services that respond to the changing nature of the public services sector

AS3 Integrate theory and practice through the investigation and examination of practices in the workplace

AS4 Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations

AS5 Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts

Transferable skills (TS)

TS1 Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific public service context

TS2 Self-reflection, including self-awareness; the ability to become an effective independent student and appreciate the value of the self-reflection process

TS3 Competently use digital literacy to access a broad range of research sources, data and information

TS4 Communicate confidently and effectively, both orally and in writing, both internally and externally, with professionals and other stakeholders within the public sector

TS5 Communicate ideas and arguments in an innovative manner using a range of media

TS6 Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade present, pitch and negotiate

TS7 Identify personal and professional goals for continuing professional development to enhance competence to practise within a chosen public service field

TS8 Take advantage of available pathways for continuing professional development through higher education and professional body qualifications

TS9 Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies

TS10 Reflect adaptability and flexibility in approach to public services, showing resilience under pressure and meeting challenging targets within given deadlines

TS11 Use quantitative skills to manipulate data, evaluate and verify existing theory

TS12 Emotional intelligence and sensitivity to diversity in relation to people and cultures

Mapping

Based on outcome classification descriptors for higher education qualifications at Level 5 on FHEQ.[1]

Table 16: Public Services HND outcomes by FHEQ descriptor

FHEQ Level 5 descriptor	HND in Public Services programme outcomes
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.	KU1 Knowledge and understanding of the fundamental principles and practices of contemporary public services
	KU2 Knowledge and understanding of the public services environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability
	KU3 Understanding and insight into different public service practices, their diverse nature, purposes, structures and operations and their influence upon the external environment
	KU4 A critical understanding of the ethical, legal, professional and operational frameworks within which public services organisations operate
	KU5 A critical understanding of the processes, procedures and practices for effective management of products, services and people
	KU6 A critical understanding of the evolving concepts, theories and models within the study of public services across a range of practical and hypothetical scenarios
	KU7 A critical understanding of the evolving concepts, theories and models within the study of public services across a range of practical and hypothetical scenarios
	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

[1] Quality Assurance Agency (2019) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework]. Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks.

FHEQ Level 5 descriptor	HND in Public Services programme outcomes	
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.	CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary public services sector
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successful meet objectives
	AS1	Evidence the ability to show relationship management and develop appropriate policies and strategies to meet stakeholder expectations
	AS2	Apply innovative ideas to develop and create new products or services that respond to the changing nature of the public services sector
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace
	AS4	Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate current principles of the public services sector and their application to problem solving
	CS4	Apply project management tools/techniques for reporting and planning, control and problem solving
	CS5	Critique a range of public services systems and operations and their application to maximise and successfully meet strategic objectives
	KU9	Knowledge and understanding of how the key aspects of public services influence the development of people and businesses
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific public service context
	TS2	Self-reflection, including self-awareness; the ability to become an effective independent student and appreciate the value of the self-reflection process

Typically, holders of the qualification will be able to demonstrate the following:

FHEQ Level 5 descriptor	Programme outcome	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information
	CS6	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision making
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world public services scenarios
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently and effectively (both orally and in writing, both internally and externally) with professionals and other stakeholders within the public sector
	TS5	Communicate ideas and arguments in an innovative manner using a range of media
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade present, pitch and negotiate
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts

FHEQ Level 5 descriptor	Programme outcome	
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	TS7	Identify personal and professional goals for continuing professional development to enhance competence to practise within a chosen public services field
	TS8	Take advantage of available pathways for continuing professional development through higher education and professional body qualifications

Holders will also have the following:

FHEQ Level 5 descriptor	Programme outcome	
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	CS8	Evaluate the changing needs of the public services sector and have confidence to self-evaluate and undertake additional continued professional development as necessary
	TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies
	TS10	Reflect adaptability and flexibility in approach to public services, showing resilience under pressure and meeting challenging targets within given deadlines
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures

Appendix 2: HNC/HND Public Services Programme Outcomes for Students

Table 17: HNC/HND Public Services Programme Outcomes for Students

	Knowledge and understanding										**Cognitive skills**								**Applied skills**					**Transferable skills**											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
401	x		x		x	x			x	x	x	x		x		x		x		x	x	x	x			x								x	x
402		x		x	x	x	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x
403	x		x	x	x		x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
404							x			x			x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
405	x	x	x	x	x	x	x	x			x		x	x		x					x		x	x		x								x	
406			x	x	x	x	x			x	x		x		x	x	x				x	x	x	x	x	x								x	
407		x	x	x	x		x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x
408	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x		x	x					x			x	x	x	x
409	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
410	x	x	x	x						x	x	x		x			x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x
411	x	x	x	x	x	x	x			x	x		x		x	x	x	x			x	x	x	x		x						x	x		
412	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x			x	x	x	x
413	x	x	x	x	x	x	x				x	x	x		x	x	x	x			x	x	x	x		x						x	x	x	x
414		x		x		x												x	x		x											x			
415	x	x	x	x	x	x					x		x		x		x	x			x											x		x	
416	x	x	x	x	x	x					x		x		x		x	x			x													x	
417	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
418	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
419	X	X	X		X	X	X		X	X	X	X	X		X		X	X	X	X	X	X					X	X	X			X	X		X
420	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X			X	X	X		X	X	
421	X	X	X	X	X	X			X		X				X			X	X						X				X			X	X		X
422		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	
423	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
501					X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
502			X			X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		
503	X	X	X	X	X	X	X		X		X				X		X	X			X				X	X							X	X	
504	X	X	X	X	X	X	X		X		X	X			X		X	X			X			X								X			
505	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X				X	X	X	X	X	X	X				X	X	X		
506	X	X	X	X	X	X	X		X	X	X		X		X		X	X			X			X								X		X	
507	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X			X	X			X	X			X	X	X	X
508	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
509	X	X	X	X	X	X	X		X	X	X		X		X		X	X			X	X		X	X							X	X		X
510	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X				X	X	X	X
511	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
512	X	X	X		X	X	X		X		X	X	X		X		X		X		X			X	X	X						X			X
513	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
514	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
515	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X			X		X	X	X	X							X	X	
516	X	X	X	X	X	X	X	X	X		X		X		X		X			X	X				X							X	X		X

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
517	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X		X		X	X		X	X		X	X	X				X	X	X
518	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X		X	X		X	X	X				X	X	X
519	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X		X	X	X	X		X	X		X	X	X				X	X	X
520	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
521					X			X		X		X							X		X		X	X	X		X	X	X	X	X	X	X	X	X
522		X	X		X	X	X	X	X	X		X	X				X	X	X					X	X				X	X	X	X	X		X
523	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
524	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 3: Transferable skills mapping

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

Table 18: Level 4 Public Services skills mapping by core and specialist units

Skill set	**Cognitive skills**							**Intrapersonal skills**				**Interpersonal skills**		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team Work	Leadership	Cultural Awareness
401		x			x	x				x				
402	x	x	x	x	x	x	x	x	x	x	x			x
403	x	x	x		x	x	x	x	x	x	x	x	x	x
404	x	x	x	x	x	x	x	x	x	x	x			
405		x			x	x								x
406	x	x	x				x			x				
407	x	x	x	x	x	x	x	x	x	x	x	x		x
408	x	x	x	x			x	x	x			x	x	x
409	x	x	x	x	x	x	x	x	x	x	x	x	x	x
410		x	x	x			x	x			x	x		x
411		x			x	x								x

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team Work	Leadership	Cultural Awareness
412	x	x	x		x	x	x	x		x	x	x	x	x
413	x	x	x		x							x	x	x
414		x								x				x
415		x								x				x
416		x								x				x
417	x	x	x	x	x	x	x	x	x		x	x	x	x
418	x	x	x	x	x	x	x	x	x		x	x	x	x
419	x	x	x	x								x	x	x
420	x	x	x		x	x	x	x	x	x	x			
421		x								x	x			x
422	x	x	x	x	x	x	x	x		x	x	x	x	
423	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Level 5 Higher National Diploma in Public Services: mapping of transferable employability and academic study skills

Table 19: Level 5 Public Services skills mapping by core and specialist units

Skill set	**Cognitive skills**							**Intrapersonal skills**				**Interpersonal skills**		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team Work	Leadership	Cultural Awareness
501	x	x	x	x	x	x	x	x	x	x	x	x	x	x
502	x	x	x	x	x	x	x	x	x	x	x	x	x	x
503		x			x	x				x				x
504		x								x	x			x
505	x	x	x		x	x	x	x	x	x	x			
506		x								x	x			x
507	x	x	x	x	x	x	x	x	x	x	x	x	x	x
508	x	x	x	x	x	x	x	x	x	x	x	x	x	x
509		x								x	x			x
510	x	x	x	x	x	x	x			x	x			x
511	x	x	x	x	x	x	x	x	x	x	x	x	x	x
512		x	x	x				x	x	x	x	x	x	x
513	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Skill set	Cognitive skills							Intrapersonal skills				Interpersonal skills		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team Work	Leadership	Cultural Awareness
514	x	x	x	x	x	x	x	x	x	x	x	x	x	x
515		x			x	x				x				x
516		x								x				x
517	x	x	x	x		x	x	x	x	x	x		x	x
518	x	x	x	x		x	x	x	x	x	x		x	x
519	x	x	x	x		x	x	x	x	x	x		x	x
520	x	x	x	x		x	x	x	x	x	x	x	x	x
521		x	x	x	x	x	x	x	x	x	x	x		x
522		x								x			x	x
523	x	x	x	x	x	x	x	x	x	x	x	x		x
524	x	x	x	x	x	x	x	x	x	x	x	x	x	

March 2025

For information about Pearson Qualifications, including Pearson Edexcel and BTEC qualifications, visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121