

# Unit 36: Employment in the Uniformed Public Services

**Unit code:** M/600/5384

**QCF Level 2:** BTEC First

**Credit value:** 5

**Guided learning hours:** 30

## ● Aim and purpose

This unit aims to provide learners with an understanding of employment opportunities in the uniformed public services. It also enables them to develop a knowledge of the main roles and conditions of service and an understanding of their main responsibilities.

## ● Unit introduction

Many young people decide from an early age that they want to join one of the uniformed services. Sometimes this is because these jobs seem fairly glamorous and exciting. It is true that these jobs can be rewarding and varied, but they also often bring their own challenges and risks.

This unit will give learners who have an interest in the public services the opportunity to find out more about them and to broaden their knowledge of a whole range of services. This should then enable them to make the correct career choice based on knowledge gained rather than on their perceptions.

Learners will discover that the uniformed public services have a central function within a modern society and provide structure and support to the values of a modern democratic society. They will also look at how the public services have changed over recent years to reflect a multicultural society and to respond to political and economic changes.

The different services cover a variety of organisational roles and each service has clear responsibilities and accountabilities to the public and to others. It is important that learners have a good understanding of these responsibilities and of the many different roles of the uniformed public services. This unit will provide information about the range of different job opportunities within the services and can investigate the kind of work that public service employees do on a day-to-day basis.

The conditions of service and training differ between the services and learners need to be aware of what is expected of them and the rewards and benefits of working in these services. Learners will also gain awareness of the implications of working in the uniformed services, including leaving home.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the main roles of different uniformed public services
- 2 Understand the main responsibilities of different uniformed public services
- 3 Understand the different employment opportunities available in the uniformed public services
- 4 Know the conditions of service for different public service jobs.

# Unit content

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## 1 Know the main roles of different uniformed public services

*Emergency services:* the police; fire; ambulance

*The armed forces:* army; Royal Navy; Royal Marines; Royal Air Force

*Other uniformed services:* the Prison Service; UK Border Agency; HM Revenue & Customs; Maritime and Coast Guard Agency

*Purpose:* organisational objectives; mission statements; legislation eg Fire Service Act 1997/2002, Police Act 2004

*Roles:* dealing with accidents and emergencies; routine work; peacekeeping activities; other roles eg anti-terrorist and anti-smuggling roles; defence roles of the armed forces; humanitarian work; disaster relief; conflict; working in prisons; transporting prisoners; patrolling coastlines; operating CCTV; working with local communities

## 2 Understand the main responsibilities of different uniformed public services

*Responsibilities of different uniformed public services:* accountability, legal, professional and political; performance indicators eg what they are, examples, effect on work; response to change, diversity; responsibility to public, including value for money, spending taxpayers' money wisely

## 3 Understand the different employment opportunities available in the uniformed public services

*Public service work:* range of emergency and routine work undertaken; daily work routine; administrative work; work with other public services; community work; implications of working in the public services on a personal level; positive and negative aspects of working in the services; examples of recent peace-keeping activities and humanitarian work; roles at major incidents; examples of activities in recent conflicts.

*Range:* different operational jobs eg ambulance service, patient transport services, technician and paramedic; civilian support roles eg police control room operators, scenes of crime officers, community support officers; management and administrative roles; part-time opportunities eg special constables, retained firefighters, Royal Navy Reserve, Territorial Army

## 4 Know the conditions of service for different public service jobs

*Conditions of service:* salary structure; holiday entitlement; benefits eg gym use, accommodation, private medical insurance; retirement age; pension arrangements; sick pay; maternity/paternity provisions; postings; shift patterns; contracted hours; access to ongoing training; education

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria   |   |   |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to:                                   | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <b>P1</b> outline the main purpose and roles of two contrasting uniformed public services<br>[IE2, IE4]       |   |   |
| <b>P2</b> discuss the main responsibilities of two contrasting uniformed public services<br>[IE2, IE4]        | <b>M1</b> explain the role, purpose and responsibilities of two contrasting uniformed public services           | <b>D1</b> evaluate the role, purpose and responsibilities of a chosen uniformed public service                                  |
| <b>P3</b> outline the different employment opportunities available in the uniformed public services           | <b>M2</b> explain the work of a chosen job in the uniformed services.   |   |
| <b>P4</b> describe the current conditions of service for two jobs within contrasting uniformed public service |   |   |

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers           |
|-----|----------------------------|--------------------------|------------------------------|
|     | CT – creative thinkers     | TW – team workers        | EP – effective participators |

# Essential guidance for tutors

## Delivery

The delivery of this unit can be brought alive for learners through visits to public services, visiting speakers, case studies and video/DVDs showing the uniformed services in action. There are also many 'fly on the wall' TV programmes showing real-life action in the services. Contact with staff from the public services is essential and this can be achieved by arranging for speakers or display teams to visit centres and through learner visits to public service organisations. Some public services, particularly the armed forces, may be able to offer residential visits.

Careers officers from the individual services can be invited into the centre to talk to learners. It is vital, however, to impress upon the visiting speaker that this is not a recruitment opportunity, but to widen perception of careers and training offered by the uniformed services. Any visiting speakers should be briefed to ensure that the required information, as specified in the learning outcomes, forms the basis of their presentation.

It is important to introduce learners to the main roles and responsibilities of all the uniformed services to expand their perception of them, and they should be made aware of the 'contrasting' services and be encouraged to look at services from each category. Learners should also be encouraged to investigate the work of the services and this information can be found on their individual websites. It will be essential, however, for the tutor to pull all of this together to enable learners to see where the responsibilities of each service lie and how they are accountable for everything they do.

When working with learners on the different job opportunities and conditions of service for such jobs, visits to local careers offices, visiting speakers and case studies could also be used. There is a possible danger of learners bombarding the uniformed services from all directions for the same information. This obviously should be avoided; most organisations are more than willing to pass on information packs or similar to the tutor for use in the centre.

Personal research could be encouraged through integrated learning technology, for example public service websites, CD ROMs and videos produced by armed forces careers offices, or through printed resources, careers leaflets, textbooks and journals.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment  |
|--|
| Introduction   |
| Overview of unit content   |
| Defining the uniformed public services giving examples   |
| Learning outcome 1   |
| Topic: roles of different public services  |
| Suggested delivery methods – visits to the services, visiting speakers, case studies and video/DVDs showing the uniformed services in action, recorded 'fly on the wall' TV programmes/clips showing real-life action in the services. |

## Topic and suggested assignments/activities and/assessment

### Assignment 1 – Roles of Different Public Services

Produce two posters for display at a careers exhibition. Each poster should outline the main purpose and roles of a uniformed public service. The two services should be contrasting.

(P1)

Learning outcome 2

Topic – responsibilities of different public services

Delivery methods as LO1.

### Assignment 2 – Responsibilities of Different Uniformed Public Services

Produce two leaflets for display at a careers exhibition. Each leaflet should discuss the main responsibilities of a uniformed public service. The two services should be contrasting.

You should go into more depth in your leaflets and explain in detail the purpose, roles and responsibilities of each service.

You should evaluate the purpose, roles and responsibilities of one of the services.

(P2, M1, D1)

Learning outcome 3

Topic – employment opportunities available in the uniformed public services.

### Assignment 3 – Employment Opportunities in the Uniformed Public Services

You should produce an information leaflet for a careers evening which uses examples from a range of different public services and clearly outlines the different employment opportunities available in this range of different public services.

Add notes to explain in detail the duties and day-to-day roles of a uniformed public service employee in a specific public service.

(P3, M2)

Learning outcome 4

Topic – conditions of service for a chosen job

### Assignment 4 – Conditions of Services

Give a verbal presentation describing the conditions of service and the training involved for a chosen job in each of two contrasting uniformed public services (P4).

Review of unit and assignments

## Assessment

A number of strategies can be employed to measure the achievement of learning outcomes in this unit. This may be in the form of assignments, research projects, verbal presentations, role plays, group discussions etc.

Suitable assignments include learners producing an information pack or making a presentation on their chosen service. Helping at or preparing materials for a careers office or careers exhibition scenario would obviously be suitable here. To meet the pass criteria the assignment brief should guide learners to research and provide information from two contrasting uniformed public services. They will, therefore, need to know the meaning of 'contrasting services', eg Armed Forces; Emergency Services; other public services (eg Prison Service, Immigration).

P1 requires learners outline the main purpose and roles of two contrasting services. Organisational objectives, mission statements and any specific legislation relating to these services should be included here. For P2, learners should discuss the main responsibilities of each of those services and how and to whom each service is accountable (for example central government, local government).

M1 expects the learner to explain the role, purpose and responsibilities of their two named services and the D1 criterion expands this to an evaluation of ONE of those chosen services. This is not repetition of the pass criteria but expansion in which learners evidence their deeper understanding of the services. This could include finding statistics on performance targets and analysing these, as well as carrying out research to find out what the main priorities and objectives for the service are and commenting on these. This information is likely to be available on the organisation's website in the form of strategic plans and annual reports.

For P3, learners would need to investigate and outline the employment opportunities available in different uniformed public services. This could include visiting their websites or inviting speakers from the various services. For M2 the learner will need to explain the work involved in a chosen public service job role.

For P4, learners should describe the conditions of service and training involved for two jobs within contrasting public services.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title  | Scenario  | Assessment method       |
|------------------|---|---|-------------------------|
| P1               | Roles of Different Public Services                        | During your work experience placement in the careers office, you have been asked to prepare information for a careers exhibition.   | Posters, leaflets       |
| P2, M1, D1       | Responsibilities of Different Uniformed Public Services   | During your work experience placement in the careers office, you have been asked to prepare information for a careers exhibition.   | Leaflets                |
| P3, M2           | Employment Opportunities in the Uniformed Public Services | During your work experience placement in the careers office, you have been asked to prepare a handout explaining the different employment opportunities available to the uniformed public services for an interview in the uniformed public services. | Job description handout |

| Criteria covered | Assignment title      | Scenario  | Assessment method              |
|------------------|-----------------------|---|--------------------------------|
| P4               | Conditions of Service | During your work experience placement in the careers office, you have been asked to prepare a handout and presentation for a job interview showing the conditions of service for two contrasting jobs in the uniformed public services. | Verbal presentation<br>Handout |

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Services sector suite. This unit has particular links with the following unit titles in the public services suite:

| Level 1               | Level 2   | Level 3   |
|-----------------------|---|---|
| Searching for a Job   | Employment in the Non-uniformed Public Services | Understanding Behaviour in Public Sector Employment |
| Conduct at Work       | Career Planning for the Public Services         | Personnel and Human Resources                       |
| Public Service Career |   |   |

## Essential resources

Sufficient library resources, including books, journals, careers leaflets and video, should be available. It is recommended that learners have access to the internet and to recruitment officers from the appropriate public services.

## Employer engagement and vocational contexts

Where possible, learners should visit the local offices of various uniformed public services for example the RAF, the army or the navy or invited guest speakers can discuss the application process as well as the various job opportunities available to each service. The uniformed public services are always looking for new recruits and this could be a good opportunity for them to get learners interested. The uniformed public services should be asked to contribute to the design and assessment of assignments and attend events and presentations where the outcomes of learners' work are reviewed.

Learners should also be encouraged to visit the websites of these services for more information and literature on employment opportunities and requirements.

## Indicative reading for learners

### Textbooks

Gray D and Lilley T et al – *BTEC Level 2 First Public Services Student Book* (Pearson, 2010)  
ISBN 9781846907210

Gray D and Lilley T et al – *BTEC Level 2 First Public Teacher Resource Pack* (Pearson, 2010)  
ISBN 9781846907227

### Websites

|   |  |
|---|--|
| Ambulance                               | <a href="http://www.nhs Careers.nhs.uk/amb.shtml">www.nhs Careers.nhs.uk/amb.shtml</a>   |
| The Army                                | <a href="http://www.army.mod.uk">www.army.mod.uk</a>   |
| Careers advice                          | <a href="http://careersadvice.direct.gov.uk/">careersadvice.direct.gov.uk/</a>   |
| Careers advice – Directgov Young People | <a href="http://www.direct.gov.uk/en/youngpeople/index/htm">www.direct.gov.uk/en/youngpeople/index/htm</a>                       |
| Careers in the prison service           | <a href="http://www.hmprisonservice.gov.uk/careersandjobs/">www.hmprisonservice.gov.uk/careersandjobs/</a>                       |
| Direct Gov                              | <a href="http://www.direct.gov.uk">www.direct.gov.uk</a>   |
| Fire Service                            | <a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>   |
| Her Majesty's Revenue and Customs       | <a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>   |
| Jobs in the public sector               | <a href="http://www.jobsinpublicsector.co.uk/">www.jobsinpublicsector.co.uk/</a>   |
| Maritime and Coastguard Agency          | <a href="http://www.dft.gov.uk/mca">www.dft.gov.uk/mca</a>   |
| Public service jobs                     | <a href="http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm">www.direct.gov.uk/en/Employment/Jobseekers/index.htm</a> . |
| Public service jobs                     | <a href="http://www.jobsgopublic.com/">www.jobsgopublic.com/</a>   |
| Royal Air Force                         | <a href="http://www.raf.mod.uk">www.raf.mod.uk</a>   |
| Royal Navy/Royal Marines                | <a href="http://www.royal-navy.mod.uk">www.royal-navy.mod.uk</a>   |
| UK Borders Agency                       | <a href="http://www.ukba.homeoffice.gov.uk">www.ukba.homeoffice.gov.uk</a>   |

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill                          | When learners are ...   |
|--------------------------------|---|
| <b>Independent enquirers</b>   | carrying out research on the roles and responsibilities of the uniformed public services<br>researching current conditions of service                         |
| <b>Creative thinkers</b>       | creating a job description  |
| <b>Reflective learners</b>     | reflecting on own progress and receiving feedback on own work   |
| <b>Team workers</b>            | taking responsibility for their own work and sharing ideas and responsibilities when working in a group   |
| <b>Self-managers</b>           | seeking challenges or new responsibilities and demonstrating flexibility<br>setting priorities<br>responding positively to change, seeking advice and support |
| <b>Effective participators</b> | working with others   |

## ● Functional Skills – Level 2

| Skill  | When learners are ...   |
|--|---|
| <b>ICT – Use ICT systems</b>   |   |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs  | carrying out research and producing written assignment tasks                |
| Manage information storage to enable efficient retrieval   | saving work   |
| Follow and understand the need for safety and security practices   | using password protection   |
| <b>ICT – Find and select information</b>   |   |
| Select and use a variety of sources of information independently for a complex task  | carrying out research on the internet and producing written assignment work |
| <b>ICT – Develop, present and communicate information</b>  |   |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul> | producing a leaflet and poster  |
| <b>English</b>   |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts   | carrying out a verbal presentation  |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively  | producing a leaflet and job description                                     |