

Unit 4: Understanding Discipline in the Uniformed Public Services

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| Unit code: | K/600/6009 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours | 60 |

● Aim and purpose

The aim of this unit is to enable learners to develop an understanding of discipline and demonstrate self-discipline in the uniformed public services. The learners will develop a knowledge of conformity, obedience and the complex nature of authority. Learners will also explore the concept through theory research and practicality.

● Unit introduction

The effectiveness of any public service is directly related to, and affected by, the efficiency of the people who work in that service. Discipline plays a major role in the uniformed public services and the degree of self-discipline exhibited by public servants will affect their own efficiency and that of their service.

This unit will provide learners with the opportunity to examine why discipline is required in the uniformed public services; how this influences the efficiency and effectiveness of that service and the qualities expected of a self-disciplined public servant.

A vital component of discipline is the recognition and acceptance of a rigid hierarchical structure or chain of command. During the delivery of this unit learners will look at authority, both within the public services and in wider society.

The importance of discipline to the effective operation of any public service will be explored throughout the unit.

This unit will give the learner the opportunity to demonstrate skills, such as self-discipline and acceptance of authority, through practical activities and increase their self-awareness of these skills, which are vitally important in the context of the public services.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the need for discipline in the uniformed public services
- 2 Be able to demonstrate self-discipline as required in the uniformed public services
- 3 Know what conformity and obedience mean, highlighting their place in the uniformed public services
- 4 Know the complex nature of authority in the uniformed public services.

Unit content

1 Understand the need for discipline in the uniformed public services

Uniformed services: emergency services; armed forces; other uniformed services including the Prison Service, HM Revenue and Customs, Maritime and Coast Guard Agency, private security services; hierarchical command and rank structure of each service

The need for discipline: definitions of discipline; the necessity for rules and regulations; why orders need to be followed; maintenance of order; rewards; punishment; consequences of a lack of discipline in the public services; effect on social order; anarchy

The role of discipline: team spirit; sense of duty and honour (to your service, to your colleagues, to the public); serving the public; rules/procedures/policies/legislation in the uniformed public services to encourage discipline eg Armed Forces Act 2006 (relevant sections), code of professional standards for the police

2 Be able to demonstrate self-discipline as required in the uniformed public services

Self-discipline: personal grooming and presentation; punctuality; time management; reliability; attendance; composure; attitude; performance; personality; the effects of self-discipline and the consequences on the individual and organisation of a lack or total absence of self-discipline

Activities requiring self-discipline: drill, uniform maintenance, adhering to a team code; time management; attendance

3 Know what conformity and obedience mean, highlighting their place in the uniformed public services

Conformity: compliance with common practices; social norms; the role of self-esteem; the purpose of uniforms; the relevance of conformity in the uniformed public services

Obedience: as an act, practice or quality; following orders; conscious and unconscious obedience; compliance; status as a factor in obedience; influences, fear, reward, love, respect; the relevance of obedience in the uniformed public services

Research studies: Asch, Milgram, Hoffling, Zimbardo

Conformity simulations: moral dilemmas, personal decision making, ethics, code of conduct

4 Know the complex nature of authority in the uniformed public services

Authority: within a range of different public services, Independent Police Complaints Commission, HM Chief Inspector of Prisons, HM Chief Inspector of Fire Services; extent of authority; power or right to enforce obedience

Nature of authority: power; position; status; influence; corruption; disobedience; blind obedience including both positive and negative aspects; moral dilemmas and responsibility for decisions taken

Types of authority: authoritarian; dictatorial; consultative; participative; how these forms of authority are applied to the public services legislation: Armed Forces Discipline Act 2000; Police and Criminal Evidence Act 1984 (Section IX); Police Act 1997 (Section 50); Fire and Rescue Services Act

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 | | |
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| 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: |
| P1 explain the need for and the role of discipline in the uniformed public services | M1 justify the need for and role of discipline in the uniformed public services | D1 evaluate the impact of discipline on the uniformed public services |
| P2 demonstrate self-discipline through relevant activities [SM2] | M2 perform relevant activities with a high standard of self-discipline | D2 evaluate personal levels of self-discipline for entry to the uniformed public services. |
| P3 outline what is meant by the terms 'conformity' and 'obedience' with reference to the public services | M3 explain why conformity and obedience are important in the public services, with reference to research studies. | |
| P4 participate in conformity simulations [TW1] | | |
| P5 describe 'authority' as it relates to the uniformed public services. [IE4] | | |

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 CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
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Essential guidance for tutors

Delivery

This unit should be a mix of theory and practical activities. It will allow learners to take part in practical activities such as drill manoeuvres and other exercises so that the necessary skills, personal skills such as self-discipline and teamwork skills such as communication, can be learned and practised to a sufficient level so that they can be applied in a wide variety of circumstances.

Contact with staff from the uniformed public services is essential for the delivery of this unit. It is important to introduce learners to the need for discipline within the public services. The unit can be delivered by a current or former member of the public services and/or by arranging for visiting speakers from the public services, and arranging visits to some of the public services to see them at work. Some uniformed public services, particularly the armed forces, may be able to offer residential visits.

The use of visits, visiting speakers and case studies should be structured as this will minimise the danger of learners approaching the uniformed services for the same information from all directions.

Personal research could be encouraged. This could be through integrated learning technology, public service websites, CD ROMs and videos produced by armed forces careers offices or by researching printed resources such as careers leaflets and books.

If an information pack has been acquired by the centre then the tutor may already have the information necessary to deliver information on initial training and career development within a particular uniformed service. However, another delivery method for this could be through careers officers from the individual services being invited into the centre to talk to learners. Questions relating to discipline could then be asked and answered.

The requirement for conformity simulations requires the setting of moral dilemmas and ethical questions for individuals or groups of learners. There is no expectation for research studies to be recreated in any way. Learners should not be exposed to any emotional stress.

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 |
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| Introduction and review of unit. |
| Rank structures and hierarchical command – theory. |
| Guest speakers. |
| Need for discipline. |
| Role of discipline. |
| Assignment 1: Need for and Role of Discipline in the Public Services (P1, M1, D1) |
| Self-discipline – theory. Group discussion and tutor input. |
| Self-discipline activities and records such as visiting guest speakers. |
| Assignment 2: Self-discipline (P2, M2, D2) |
| Conformity in the public services. Include the use of case studies and website investigation. |
| Obedience in the public services. |
| Simulations and research studies. Including tutor input. |
| Assignment 3: Conformity, Obedience and Authority (P3, P4, M3, P5) |
| Nature of authority. |
| Types of authority. |
| Processes and legislation. |
| Review of unit and assessment. |

Assessment

Assessment could be through both written and practical exercises. A number of different assessment strategies can be used to measure the achievement in this unit and these should be integrated wherever possible. Some evidence could be in the form of assignments and production of notes/reports on activities.

For P1, the learner should explain the need for and role of discipline within the uniformed public services. Examples may be given from different uniformed public services to support the learner's answer.

The merit criteria expand on the pass criteria. M1 requires the learner to justify the need for discipline and why it is that discipline plays an important role in the various public services. Learners would be expected to give reasons or support the need for and the importance of discipline using case studies. Learner investigation should cover different uniformed public services.

For P2, learners should participate in relevant activities such as drill manoeuvres, uniform maintenance and checks, presentation of self and simple aspects such as punctuality and attendance. These could be tracked through a personal record as well as clear registers and witness statements from tutors, peers and public service personnel. M2 follows from P2 and allows the learner to examine the practical features of self discipline, and rewards those with higher levels of self-discipline.

For P3, learners should outline the meaning of conformity and obedience and how they are represented in the public services. Learners' work should make reference to the influences affecting conformity and obedience, fear, reward.

M3 requires learners to analyse why conformity and obedience are important to the public services, considering the consequences of not conforming and obeying orders with reference to research studies.

For P4, the learner is required to participate in conformity simulations such as moral dilemmas or ethical questions. The aim of this section is to allow the learner to explore the parameters of conformity and obedience and consider the implications of blind obedience for them and for the service.

P5 requires the learner to describe authority in the public services, this should include the structure, the nature and different types of authority and the legislation which is in place to support decisions made by those in positions of authority.

The distinction criteria are best assessed through written submission from the learners as set out in an assignment. D1 expands on M1 with a requirement for evaluation, D2 expands on M2 requiring the learner to increase their self-awareness of their own levels of self-discipline and consider the areas for development if they are to be successful in entering the public services

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the 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, M1, D1 | Need for and Role of Discipline in the Public Services | New public service recruits debate the need for and role of discipline. | Recorded debate and write-up of a conclusion. |
| P2, M2, D2 | Self-discipline | New public service recruits participate in activities. | Personal record and witness statements. |
| P3, P4, P5, M3 | Conformity, Obedience and Authority | As a training officer you have been asked to deliver a presentation for new recruits to a selected public service, to assist them in understanding the implications of these three concepts. | Presentation and information booklet. |

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 |
|---|---|--|
| Wellbeing and Fitness for Public Services | Improving Health and Fitness for Entry to the Uniformed Public Services | Physical Preparation, Health and Lifestyle for the Public Services |
| Practical Teamwork in the Public Services | Employment in the Uniformed Public Services | Command and Control in the Uniformed Public Services |
| Developing Personal Skills for Leadership | | Behaviour in Public Sector Employment |

Essential resources

Sufficient library resources and access to the public services should be available to enable learners to achieve this unit. Learners should have the opportunity to meet uniformed public services personnel and make personal enquiries about their work and the degree of discipline involved. Public service rules and regulations and conditions of service may also be useful. A parade area where drill manoeuvres can be performed would be beneficial.

Indicative reading for learners

Journals

Fire

Police Review

Soldier Magazine

Websites

The following websites provide useful information for learners to examine the training requirements and character traits required by applicants to the public services.

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| Ambulance Service Network NHS Confederation | www.nhsconfed/networks/ambulanceservice |
| British Army | www.army.mod.uk |
| Fire service | www.fireservice.co.uk |
| HM Prison service | www.hmprisonservice.gov.uk |
| HM Revenue and Customs | www.hmrc.gov.uk |
| Police Service Information (Home Office) | www.homeoffice.gov.uk/police |
| Royal Air Force | www.raf.mod.uk/rafhome.html |
| Royal Navy/Royal Marines | www.royal-navy.mod.uk |

Delivery of personal, learning and thinking skills (PLTS)

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

| Skill | When learners are ... |
|-----------------------|---|
| Independent enquirers | describing authority in relation to the uniformed public services |
| Team workers | participating in conformity simulations |
| Self-managers | demonstrating self-discipline through relevant activities. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | producing presentation and booklet on conformity, obedience and authority |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | producing presentation and booklet on conformity, obedience and authority |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | producing presentation and booklet on conformity, obedience and authority |
| Bring together information to suit content and purpose | producing presentation and booklet on conformity, obedience and authority |
| Present information in ways that are fit for purpose and audience | producing presentation and booklet on conformity, obedience and authority |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | having debates on discipline |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | producing presentation and booklet on conformity, obedience and authority |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing presentation and booklet on conformity, obedience and authority. |