

Unit 8: Understand the Impact of War, Conflict and Terrorism on Public Services

Unit code: D/600/6028
QCF Level 3: BTEC National
Credit value: 5
Guided learning hours: 30

● Aim and purpose

The aim of this unit is to enable learners to understand the impact of war and conflict on UK public services and how the public services deal with terrorism both within the UK and on the international scene.

● Unit introduction

In this unit, learners will have the opportunity to gain a thorough understanding of how international affairs can affect public services in the UK and their operations.

Learners will research the causes of conflict and warfare. This covers high-intensity conflicts such as the war in Iraq and longer-term conflicts such as the fight against terrorism. As terrorism itself is taking an increasing stronghold on the resources of the public services, learners will be asked to examine what measures are in place to understand cause and effect. Learners will study the methods for combating terrorism both in society at large and in specific public service contexts.

This unit will help the learner understand the complexities of our life in an international community and the effects that international issues such as war, conflict and terrorism have on the day-to-day operations of UK public services.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the impact of war and conflict on UK public services
- 2 Understand how UK public services deal with terrorism.

Unit content

1 Know the impact of war and conflict on UK public services

Definitions of war and conflict: unarmed hostility, active military operations, battles, conflict carried on by force of arms

Causes of war and conflict: including politics, nationalism, religion, ideology, land and resources, historical rivalry, ethnic conflict

Effects of war and conflict on UK public services: peacekeeping including ensuring the safety of the local population and fair elections eg in Iraq, Bosnia, Sierra Leone; training eg Iraq; security and evacuation of UK nationals; disaster relief; refugees seeking asylum in the UK; involvement in war crimes investigations and trials

2 Understand how UK public services deal with terrorism

Terrorist organisations: national and regional terrorist groups eg Hamas, Real Irish Republican Army (Real IRA), Euskadi Ta Askatasuna (ETA); global terrorist groups; areas of terrorist activity eg Middle East, Northern Ireland, Pakistan

Methods used by terrorists: including bombings and assassinations, suicide attacks, biological and chemical threats, hijackings, kidnap and hostage taking

International counterterrorism: methods and their effectiveness including financial measures, trade and sporting sanctions, direct retaliation, the US-led 'war on terrorism'

Measures to prevent domestic or international terrorism in the UK: undercover operations by public service personnel; training for attacks including biological and chemical attack; threat assessments; control of migration and bogus asylum seekers; maintaining security of public buildings; tensions between freedom of speech and other human rights issues contrasted with anti-terrorist measures; awareness/vigilance campaigns/advertisements; building relationships with communities; educating the public; cooperation with counter-terrorist authorities in other countries including sharing of intelligence

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:
P1 describe the causes of war and conflict [CT4]	M1 analyse the impact of war and conflict on one UK public service	D1 evaluate the impact of war, conflict and terrorism on one UK public service.
P2 describe the impact of conflict on UK public services		
P3 outline the terrorism methods used by key terrorist organisations	M2 analyse the measures used to combat national and international terrorism.	
P4 discuss the methods used by UK public services to counter both national and international terrorism. [IE3]		

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

This unit covers a great deal of ground and care must be taken not to swamp learners with detail. The aim should be to ensure understanding of some of the issues, rather than to cover the entire range of global wars, conflicts and terrorism.

Using current and topical case studies will help to put the content of this unit into context. Care should be taken when discussing these issues to give an objective and balanced perspective emphasising prevention of hostility and terrorism and the role of UK public services towards that end.

Delivery should focus on active and experiential learning and opportunities for learners to research aspects of the content and contribute to classroom discussion, both with their tutor and with appropriate public service personnel. Delivery is enhanced where groups of learners take responsibility for researching specific aspects of the unit content (as agreed with the tutor) and present their findings to other learners in the peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular teamworking, independent enquirer and creative thinking skills.

The essential element of this unit is that it covers current topical issues, especially constantly changing wars and conflicts and international terrorism. It is likely that printed material, particularly books, will be of use mainly as background reading as they soon go out of date. Most research will be conducted through resources such as television, newspapers, journals and the internet.

Learners should be encouraged to keep up to date with current affairs, for example through a regular quiz activity. Learners should be encouraged to watch the news regularly or subscribe to internet news sites such as news.bbc.co.uk.

For learning outcome 1, learners first need to understand the definitions and terminology used. They then need to look at what causes war and conflict and this is best done through case studies highlighting specific (and ideally current) conflicts with origins in some (or many of) the issues highlighted in the unit content, ie politics, nationalism, religion, ideology, disputes over land and resources, historical rivalry, ethnic conflict.

Groups should be allocated a specific conflict to investigate and be encouraged to look at the situation from a range of different perspectives.

When looking at the effects of conflict on UK public services, learner groups should be encouraged to investigate the roles listed in the unit content from the perspective of named public services (the key ones clearly being the armed forces, but the impact on third sector organisations such as the Red Cross should also be explored).

For learning outcome 2, a range of terrorist organisations should be explored – again current case studies should be used – and the methods used by those organisations discussed in class.

When exploring measures used by both UK and international organisations to prevent and counter terrorism, debate should include the balance to be drawn between having a society that is secure from the threat of terrorism and terrorist acts and the rights of those living and working in the UK to free speech and having their human rights upheld. Learners also need to discuss how UK public services attempt to maintain that balance. Again case studies (such as the shooting of Jean Charles de Menezes) provide rich material for a balanced debate highlighting the tensions UK public services deal with on a daily basis when attempting to counter the threat of terrorism.

Delivery of this unit will be enhanced if learners have the opportunity to visit or meet personnel from a range of public service organisations who are involved with activities to counter terrorism and deal with war and conflict, including the police, the armed forces, other emergency services, local authority departments responsible for Contingency Planning and Disaster Recovery and organisations such as the Home Office and HM Prison Service (which work to limit the spread of terrorist affiliations amongst the prisoners they hold and the grooming of vulnerable prisoners by those with radical views).

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
Tutor introduces the unit and outlines the assessment.
Assignment 1: War and Conflict
Impact of war and conflict on a UK public service (P1, P2, M1)
Tutor introduces assignment brief.
Definitions of war and conflict and possible causes of war and conflict including politics, nationalism, religion, ideology, land and resources, historical rivalry, ethnic conflict.
Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
The impact of war and conflict on UK public services both internationally and within the UK. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Assignment 2: Terrorism and Counter-terrorism
Combating terrorism and the impact on UK public services (P3, P4, M2, D1)
Tutor introduces assignment brief.
Terrorist organisations and their methods including bombings and assassinations, suicide attacks, biological and chemical threats, hijackings. Current examples of terrorist organisations and the methods used. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Methods used to counter both national and international terrorism including financial measures, sanctions, direct retaliation, education. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion.
Review of unit to ensure all outcomes and indicative content covered.

Assessment

For P1 and P2, learners must show an understanding of the possible causes of wars and conflict and how they impact on UK public services. Learners must present a balanced view in their assignment response, showing an ability to question assumptions and look beneath the surface of the issues described.

For M1, learners must develop this further, analysing the impact of war and conflict on a specific public service. Learners should base their analysis on a public service which has direct involvement with wars and conflicts on the international scene (so the likelihood is that one of the armed forces would be selected, although third sector organisations will also be involved, especially when dealing with the humanitarian aftermath of wars and conflicts).

For P3, learners must show they understand the methods used by terrorist organisations and how they operate in the UK.

For P4 and M2, counter-terrorism measures used by both the UK and other international organisations should be discussed (and analysed for M2) learners are expected to look at the tensions between upholding society's rights to security and the rights of individuals who may be suspected of threatening that security, exploring issues from different perspectives.

For D1, it is suggested that learners develop the analysis of a specific organisation completed for M1 and evaluate the full impact of having to deal with war, conflict and terrorism for one UK public service.

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, P2, M1	War and Conflict	As a specialist public service adviser for a public service journal, you have been asked to present on the impact of war and conflict on UK public services.	Report, presentation, exhibition interview.
P3, P4, M2, D1	Terrorism and Counter-terrorism	As a specialist public service adviser for a public service journal, you have been asked to present on terrorist organisations, their methods and counter terrorist activities.	Report, presentation, exhibition interview.

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
Introduction to Security Work in the Public Services	Community and Cultural Awareness	International Institutions and Human Rights
Public Service Incidents	Attending Emergency Incidents in Public Services	Command and Control in the Uniformed Public Services
	Security Procedures in the Public Services	Security Procedures in the Public Services

Essential resources

Learners must have access to a wide range of materials and relevant resources covering war, conflict and terrorism. Since the content of the unit is likely to change quickly over time, centres should concentrate on using media such as newspapers, TV programmes and the internet.

Learners will need access to ICT and the internet. This unit provides an excellent training ground for internet research. It is suggested that learners are shown how to research effectively, for example to go to media sites such as the BBC or other online news reporting sites. They should also be encouraged to seek out government sites and those of international organisations such as NATO or the UN.

The use of public services websites and literature is essential for this unit to be delivered successfully.

Employer engagement and vocational contexts

It is vital that this unit is delivered using a range of real case studies and scenarios drawn from real public services. Tutors should select current case studies on wars, conflicts and terrorist activities that have direct relevance to or impact on UK public services. The best case studies will be live and ongoing as the unit is studied. The recommended approach is to give a general overview of the issues of war, conflict and terrorism and then focus on specific aspects with particular relevance to learners and the public services. Care should be taken to update the delivery of the unit to keep pace with world events.

Talks from relevant public service personnel are vital for learners to be able to relate the content of this unit to real public service scenarios. Public service personnel should be asked to contribute to the design and assessment of assignments, including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

Indicative reading for learners

Journals

The Economist

International Defence Review

The New Statesman

Time Magazine

Websites

BBC on war and conflict

www.bbc.co.uk/history/recent

Foreign and Commonwealth Office

www.fco.gov.uk

Gateway to the European Union

europa.eu/index_en.htm

Home Office

www.homeoffice.gov.uk/counter-terrorism

MI5 – Security Service

www.mi5.gov.uk

Ministry of Defence

www.mod.uk

North Atlantic Treaty Organization (NATO)

www.nato.int

Royal United Services Institute

www.rusi.org

Secret Intelligence Service

www.sis.gov.uk

United Nations

www.un.org

The World Factbook

www.cia.gov/cia/library/publications

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 ...
Independent enquirers	discussing the methods used by UK public services to counter both national and international terrorism
Creative thinkers	describing the causes of war and conflict.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing the impact of war and conflict on one UK public service evaluating the impact of war, conflict and terrorism on one UK public service analysing the measures used to combat national and international terrorism
Team workers	working with other learners to research information and public service organisations
Self-managers	completing assignment work for submission
Effective participators	taking part in classroom discussions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
Bring together information to suit content and purpose	using research to present their ideas
Present information in ways that are fit for purpose and audience	presenting their findings to a range of audiences using different ICT
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.