

# Pearson BTEC Level 3 National Diploma in Uniformed Protective Service

## Specification

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### **Edexcel, BTEC and LCCI qualifications**

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### **About Pearson**

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

This draft specification shows you our proposed content and overall approach. During the DfE approval process, we may be asked to make changes to any section in the specification, including content, assessments and first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:

- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the specification.

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

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an Apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners completing their BTEC Nationals in Uniformed Protective Service will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

# Contents

<b>Introduction to BTEC National qualifications for the uniformed protective service sector</b>	<b>1</b>
Total Qualification Time	2
Qualifications, sizes and purposes at a glance	3
Structures of the qualifications at a glance	5
Qualification and unit content	6
Assessment	6
Grading for units and qualifications	8
UCAS Tariff points	8
<b>1 Qualification purpose</b>	<b>9</b>
<b>2 Structure</b>	<b>13</b>
<b>3 Units</b>	<b>15</b>
Understanding your units	15
Index of units	19
<b>4 Planning your programme</b>	<b>205</b>
<b>5 Assessment structure and external assessment</b>	<b>208</b>
Introduction	208
Internal assessment	208
External assessment	208
<b>6 Internal assessment</b>	<b>210</b>
Principles of internal assessment	210
Setting effective assignments	212
Making valid assessment decisions	214
Planning and record keeping	216
<b>7 Administrative arrangements</b>	<b>217</b>
Introduction	217
Learner registration and entry	217
Access to assessment	217
Administrative arrangements for internal assessment	218
Administrative arrangements for external assessment	219
Dealing with malpractice in assessment	221
Certification and results	223
Additional documents to support centre administration	223
<b>8 Quality assurance</b>	<b>224</b>
<b>9 Understanding the qualification grade</b>	<b>225</b>
<b>10 Resources and support</b>	<b>230</b>
Support for setting up your course and preparing to teach	230
Support for teaching and learning	231
Support for assessment	231
Training and support from Pearson	232
<b>Appendix 1 Links to industry standards</b>	<b>233</b>
<b>Appendix 2 Glossary of terms used for internally-assessed units</b>	<b>234</b>



# Introduction to BTEC National qualifications for the uniformed protective service sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Diploma in Uniformed Protective Service. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Uniformed Protective Service qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between qualifications where they wish to select a more specific progression route. The qualification titles are given below.

Within this suite are BTEC National qualifications for post-16 learners who want to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the uniformed protective service sector these are:

Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Service (603/3061/2)

Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Service (603/3062/4)

Pearson BTEC Level 3 National Diploma in Uniformed Protective Service (603/3063/6)

Pearson BTEC Level 3 National Extended Diploma in Uniformed Protective Service (603/3092/2).

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning. The following table show all the qualifications in this sector and their GLH and TQT values.



## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Service</b>	360 GLH (470 TQT) Equivalent in size to one A Level. Four units of which two are mandatory and one is external. Mandatory content (66%). External assessment (33%).	The National Extended Certificate supports learners who want a broad basis of study that includes the Uniformed Protective Service sector. It is intended as a Tech Level qualification. This size of qualification allows learners to study related and complimentary qualifications alongside it, without duplication of content. The qualification supports progression into a range of entry-level roles within the uniformed protective service sector, or for employment as an apprentice within the sector. When taken alongside further Level 3 qualifications, it supports progression to a range of higher education courses in the uniformed protective services sector.
<b>Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Service</b>	540 GLH (670 TQT) Equivalent in size to 1.5 A Levels. Six units of which four are mandatory and two are external. Mandatory content (77%). External assessment (44%).	The National Foundation Diploma is designed as a one-year, full-time course, or as part of a two-year, full-time study programme for learners who want to take it alongside another area of complimentary study. It is intended as a Tech Level qualification and supports progression to careers in the uniformed protective services sector. This qualification is primarily for learners who are intending to gain employment in entry-level roles in the uniformed protective services sector, or for employment as an apprentice such as security first line manager. When taken alongside further Level 3 qualifications, it supports progression to a range of higher education courses in the uniformed protective services sector.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Diploma in Uniformed Protective Service</b>	<p>720 GLH (930 TQT) Equivalent in size to two A Levels.</p> <p>Eight units of which five are mandatory and two are external.</p> <p>Mandatory content (75%). External assessment 33%).</p>	<p>The National Diploma is the substantive part of a 16–19 study programme for learners wanting a strong core of sector study and a focus on the Uniformed Protective Service. It is intended as a Tech Level qualification and supports progression to careers in the uniformed protective services sector. The qualification also supports progression to employment as an apprentice and learners could take apprenticeships in Intelligence Analysis, Operational Fire-Fighting or a Police Community Support Officer apprenticeship. It may also be complemented with other BTEC Nationals or A Levels or non-qualification elements to support progression to higher education courses in uniformed protective services.</p>
<b>Pearson BTEC National Extended Diploma in Uniformed Protective Service</b>	<p>1080 GLH (1410 TQT) Equivalent in size to three A Levels.</p> <p>Thirteen units of which six are Mandatory and three are external.</p> <p>Mandatory content (61%). External assessment (33%).</p>	<p>The National Extended Diploma is equivalent in size to 3 A Levels and is typically the major qualification in a full, two-year 16-19 study programme and is intended as a Tech Level qualification. It allows students to focus their study on the uniformed protective service sector with a firm intention of progressing to employment in the sector or to employment as an apprentice in the sector. Learners could, for example, take an apprenticeship as a Probation Officer, Fire Safety Inspector or in other related apprenticeships. The qualification also supports progression for those learners who intend to further their studies in higher education.</p>

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Uniformed Protective Service is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

	Unit assessed externally	M	Mandatory units	O	Optional units
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Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Citizenship and Diversity	120	M	M	M	M
2 Behaviour and Discipline in the Uniformed Protective Service	120		M	M	M
3 Global Affairs, the Media and the Protective Services	120				M
4 Physical Preparation, Health and Wellbeing	60	O	M	M	M
5 Leading Effective Teams in the Uniformed Protective Service	120	M	M	M	M
6 Planning for and Responding to Emergency Incidents	120			M	M
7 Custodial Care	60		O	O	O
8 Sociological Perspectives	60		O	O	O
9 Skills for Outdoor Activities and the Uniformed Protective Service	60	O	O	O	O
10 Expedition Skills	60	O	O	O	O
11 Developing Personal Fitness Programmes	60	O	O	O	O
12 Introduction to Criminology	60	O	O	O	O
13 Principles of Managing Security Threats	60				O
14 Police Powers and the Law	60	O	O	O	O
15 Research Skills in the Uniformed Protective Service	60			O	O
16 Understanding the Third Sector	60			O	O
17 Criminal Investigation Procedures and Practice	60			O	O
18 Professional Development in the Uniformed Protective Service	60	O	O	O	O
19 Technological Systems to Support Service Delivery	60			O	O

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector. Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers with some opportunity to select between optional units where a degree of choice for individual learners to study content relevant to their own progression choices is appropriate. It is expected that learners will apply their learning in relevant employment and sector contexts during delivery and have opportunities to engage meaningfully with employers. The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. In particular, units may include reference to regulation, legislation, policies and regulatory/standards organisations. The units are designed to provide guidance on breadth and depth of coverage and may be adjusted to update content and to reflect variations within the UK.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit any external assessment only once during their programme.

The styles of external assessment used for qualifications in the uniformed protective service suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- demonstrate practical and technical skills using appropriate processes or role play
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units that contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally- or externally-assessed units. The particular units that contain the synoptic tasks for this qualification are shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Diploma in Uniformed Protective Service

In this section, you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

The uniformed protective service sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services and prison service. Most of these uniformed protective services are organised and financed by the government in order to benefit society. A range of occupations in this sector require graduate entry. This qualification focuses on the police service, fire and rescue service, armed services and prison service.

### Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Uniformed Protective Service is intended as a Tech Level qualification and is equivalent in size to two A Levels. It is designed to meet the Tech Bacc measure when studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ). As well as direct entry to employment, this qualification will prepare learners for higher study of a specialist degree. This route gives learners the opportunity to enter the sector at a higher level, or in a more specialist role.

No prior study of the sector is needed, but learners should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications.

It is intended as a Tech Level, and as such is designed to meet the Tech Bacc measure when studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ).

### What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies from the uniformed protective service sector to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that it fully supports entry to the relevant range of specialist degrees.

The qualification develops the knowledge, understanding and skills that provide an excellent basis for employment or further education.

Everyone taking this qualification will study five mandatory units, covering the following content areas:

- Citizenship and Diversity
- Behaviour and Discipline in the Uniformed Protective Service
- Physical Preparation, Health and Wellbeing
- Leading Effective Teams in the Uniformed Protective Service
- Planning for and Responding to Emergency Incidents.

The mandatory content allows learners to develop the essential skills and knowledge identified by the sector such as discipline, teamwork, communication, sensitivity and openness required to work with diverse groups, looking after vulnerable people and the ability to work collaboratively. In addition, it allows learners to develop a healthy lifestyle and the physical fitness skills that are required on entry to a number of uniformed protective service roles. All learners are required to apply their wider learning to plan for and respond to an emergency incident.

Learners will choose three optional units from a range of units that have been designed to support their progression to a range of employment opportunities in the uniformed protective service sector, and to a range of higher education courses. Optional units will introduce learners to a sector-specialist area of their choice as they link with relevant occupational areas.

The optional units cover areas such as:

- custodial care
- sociological perspectives
- skills for outdoor activities
- expedition skills
- developing personal fitness programmes
- introduction to criminology
- police powers and the law
- research skills
- understanding the third sector
- criminal investigation procedures and practice
- professional development
- technology systems to support service delivery.

All learners taking this qualification will be required to engage with sector employers as part of their course, employer engagement can include the following:

- Structured work experience or work placements that develop skills and knowledge relevant to the qualification
- Project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- Units delivered or co-delivered by an industry practitioner(s) – this could take the form of master classes or guest lectures
- Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework – this may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.

### **What could this qualification lead to?**

This qualification will prepare learners for direct employment in the uniformed protective service sector (potentially via an Apprenticeship), and is suitable if they wish to enter a particular specialist area of work, such as:

- Police Community Support Officer (via the Level 4 Apprenticeship Standard)
- Intelligence analyst (via the Level 3 Apprenticeship Standard)
- Operational fire-fighter (via the Level 3 Apprenticeship Standard)
- Initial Army Officer Training at Royal Military Academy Sandhurst
- Initial Officer training at Britannia Royal Naval College
- Initial Training for the British Transport Police
- Initial Training as a Royal Navy Logistics Officer
- Initial Training as an Aircrew Officer Observer
- Initial Training as an Air Traffic Control Officer
- Entry Level Training as a Prison Officer.

### **Will this qualification lead to further learning?**

There are many roles in this sector where recruitment is at graduate level. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses when taken alongside other qualifications, for example a:

- BA (Hons) in Criminology and Psychology, if taken alongside A Level in Psychology
- BA (Hons) in Policing, if taken alongside A Level in Law
- BA (Hons) in Social Work, if taken alongside the Pearson BTEC Level 3 National Extended Certificate in Health and Social Care
- BA (Hons) in Sociology, if taken alongside A level in Sociology
- LLB (Hons) in Law, if taken alongside the Pearson BTEC Level 3 National Extended Certificate in Applied Law.

Learners should always check the entry requirements for degree programmes with specific higher education providers.



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### How does the qualification provide employability and technical skills?

In the BTEC National units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- **interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

Many of the mandatory and specified optional units encourage learners to develop the specific practical skills that employers are looking for.

### How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can become prepared for lifelong learning through: effective writing

- analytical skills
- creative development
- preparation for assessment methods used in a degree.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Diploma in Uniformed Protective Service

##### Mandatory units

There are five mandatory units, three internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

##### Optional units

Learners must complete at least three optional units.

Pearson BTEC Level 3 National Diploma in Uniformed Protective Service				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Citizenship and Diversity	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Behaviour and Discipline in the Uniformed Protective Service	<b>120</b>	<b>Mandatory</b>	External
<b>4</b>	Physical Preparation, Health and Wellbeing	<b>60</b>	<b>Mandatory</b>	Internal
<b>5</b>	Leading Effective Teams in the Uniformed Protective Service	<b>120</b>	<b>Mandatory</b>	Internal
<b>6</b>	Planning for and Responding to Emergency Incidents	<b>120</b>	<b>Mandatory and Synoptic</b>	Internal
<b>Optional units – learners complete 3 units</b>				
<b>7</b>	Custodial Care	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Sociological Perspectives	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Skills for Outdoor Activities and the Uniformed Protective Service	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Expedition Skills	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Developing Personal Fitness Programmes	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Introduction to Criminology	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	Police Powers and the Law	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Research Skills in the Uniformed Protective Service	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Understanding the Third Sector	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Criminal Investigation Procedures and Practice	<b>60</b>	<b>Optional</b>	Internal
<b>18</b>	Professional Development in the Uniformed Protective Service	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Technological Systems to Support Service Delivery	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 45 per cent of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Citizenship and Diversity</b>	<ul style="list-style-type: none"><li>• Written exam</li><li>• The supervised assessment is undertaken in a single session of two and a half hours.</li><li>• 66 marks.</li></ul>	<b>Jan and May/June</b> <b>First assessment</b> <b>May/June 2019</b>
<b>Unit 2: Behaviour and Discipline in the Uniformed Protective Service</b>	<ul style="list-style-type: none"><li>• Written exam</li><li>• The supervised assessment is undertaken in a single session of two hours.</li><li>• 80 marks.</li></ul>	<b>Jan and May/June</b> <b>First assessment</b> <b>January 2020</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. Planning for, responding to and reviewing the impact of Emergency incidents are key vocational skills required to work in the Uniformed Protective Service sector. Therefore, across the assessment for *Unit 6: Planning for and Responding to Emergency Incidents*, learners investigate the requirements for planning and responding to emergency incidents. They prepare a plan for a response to an incident, implement the plan and investigate the wider impact of the response. These synoptic tasks draw together how protective service requirements for teamwork, diversity and equality, physical and mental wellbeing, media influence and an understanding of the wider impact of emergency situations are applied through planning and implementing the response, and in reviewing wider impact. Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In assessing these units assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

## Employer involvement in assessment and delivery

You need to ensure that learners on this qualification have a significant level of employer involvement in programme delivery or assessment. See *Section 4* for more information.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

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## Index of units

This section contains all the units developed for this qualification. Please refer to *page 4* to check which units are available in all qualifications in the uniformed protective service sector.

Unit 1:	Citizenship and Diversity	21
Unit 2:	Behaviour and Discipline in the Uniformed Protective Service	35
Unit 4:	Physical Preparation, Health and Wellbeing	47
Unit 5:	Leading Effective Teams in the Uniformed Protective Service	57
Unit 6:	Planning for and Responding to Emergency Incidents	71
Unit 7:	Custodial Care	87
Unit 8:	Sociological Perspectives	97
Unit 9:	Skills for Outdoor Activities and the Uniformed Protective Service	105
Unit 10:	Expedition Skills	115
Unit 11:	Developing Personal Fitness Programmes	125
Unit 12:	Introduction to Criminology	133
Unit 14:	Police Powers and the Law	143
Unit 15:	Research Skills in the Uniformed Protective Service	153
Unit 16:	Understanding the Third Sector	163
Unit 17:	Criminal Investigation Procedures and Practice	173
Unit 18:	Professional Development in the Uniformed Protective Service	185
Unit 19:	Technological Systems to Support Service Delivery	195

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# Unit 1: Citizenship and Diversity

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

This unit gives learners the opportunity to study citizenship and the diverse nature of communities in the UK, together with the rights and responsibilities of citizens and those that serve them.

## Unit introduction

To be able to support communities in the UK effectively, uniformed protective service employees must understand the rights and responsibilities of individuals and the diverse nature of these individuals in society. For society to function fairly and effectively, it is essential that protective services promote equality and diversity, ensuring that all members of society have parity.

In this unit, you will explore the nature and size of communities in the UK. You will investigate the role of citizenship in society and identify the ways in which people become UK citizens. You will develop an understanding of the qualities of citizenship. All individuals, including those working in a uniformed protective service organisation, have rights and responsibilities. You will learn about the rights of individuals and examine ways in which those being served by, and those working for, the uniformed protective service, meet their responsibilities. Alongside this, you will investigate the different approaches taken by the UK uniformed protective service to promote diversity and equality of service in a changing world. You will review the methods they use and explore where methods are successful and where they can be improved or carried out differently. You will develop analytical and research skills, questioning and interpreting data to support decision making on aspects such as service provision as a result of changing demographics and other factors.

Completion of this unit will help you to progress to employment or an Apprenticeship in the uniformed protective service sector. The unit will also prepare you to study a higher education course in your chosen field.

## Summary of assessment

This unit is assessed by a written examination set by Pearson.

The examination will be two and a half hours in length.

The number of marks for the unit is 66.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2019.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of citizenship and diversity

**AO2** Apply understanding of citizenship and diversity contexts

**AO3** Analyse the rights of individuals, the needs of society and the role of the protective services in promoting citizenship and diversity

**AO4** Make connections between the impact of changes in society on the rights of individuals and on the role and responsibilities of the protective services.

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Key features of society

Understanding how individuals become legal citizens and the impact of citizens, society and the uniformed protective service on the actions and behaviours of citizens.

#### A1 Key features of society

- Multiculturalism.
- Democracy.
- Rule of law.
- Identity:
  - ethnic nationalism
  - civic nationalism.
- Continuity – uninterrupted administration of the country.
- Security – national and day-to-day.
- Ways groups of people are organised.

#### A2 Citizenship

The process of becoming a citizen in the UK and the impact of citizenship on citizens and society.

- Legal citizenship.
- Ways to become a legal citizen of the UK:
  - birth right
  - naturalisation
  - registration.
- Requirements and process of becoming a legal citizen of the UK by birthright or naturalisation.
- Documentary records:
  - passports
  - birth certificates
  - national insurance numbers
  - visas and work permits.
- Moral citizenship:
  - obeying the law
  - protecting the environment
  - prioritising the needs of society
  - engaging with society
    - voting
    - attending community events.
- Benefits to society of citizenship.
- The generic benefits to society of citizenship:
  - reduced criminal activity
  - cleaner environment
  - reduced demand for the provision of protective services.

- Discrimination as a barrier to moral citizenship:
  - homophobia
  - institutionalised racism
  - prejudice
  - ageism
  - racism
  - mental health
  - sexual discrimination.

### **A3 Diversity**

Society consists of diverse groups of people. Identification of the main needs of these groups and how UK protective services aim to meet them at both a national and local level, is expected.

- Factors that are linked to diversity in the community:
  - age
  - disability
  - mental health
  - employment status
  - ethnic origin
  - gender
  - marital status
  - religion
  - race
  - sexual orientation.
- Composition of the local and national community:
  - age
  - country of birth
  - employment status
  - ethnicity
  - gender
  - health and disability
  - level of education
  - lone-parent households
  - marital status
  - religion.
- Impact on protective service provision at local and national level.
- Immigration and border control:
  - legislation.
- Government agencies and bodies with responsibility for immigration processes and enforcement.
- Types of enforcement:
  - economic
  - asylum seeker and refugee.
- Economic impact of immigration.
- Discrimination:
  - direct
  - indirect.
- Equality:
  - definition of equality
  - benefits to individuals, communities and the UK uniformed protective service.

**A4 Concept of community cohesion**

The definitions of the following terms and concepts used in society:

- Shared values:
  - British values
  - democracy
  - rule of law
  - individual liberty
  - mutual respect and tolerance of those with different faiths and beliefs.
- Equal opportunity.
- Integration:
  - interculturalism
  - meaningful interaction
  - sense of belonging
  - resilience to extremism
  - civic pride.
- Assimilation.
- Isolation.
- Ethnocentricity.

**A5 Active citizenship**

Good and active citizens are essential in an open and equal society where their qualities enhance society in different ways.

- Qualities of good and active citizens:
  - community engagement
  - participating in community activities
  - engaging politically
  - volunteer working in the protective services
  - volunteering in the community:
    - fundraising
    - raising awareness of community issues.
- Adding value and supporting society:
  - protecting the environment
  - challenging injustice
  - promoting equality and diversity
  - improving society.

**B Rights and responsibilities of individuals and protective services****B1 Human rights**

The core human rights and freedoms, and how the uniformed protective services protect them.

- Difference between human rights and legal rights.
- United Nations Universal Declaration of Human Rights:
  - outline of international rights and freedoms
  - enforcement
  - violations.
- European Convention on Human Rights:
  - scope and key articles.

- Classification into types of right:
  - absolute
  - qualified
  - limited
  - incorporated into UK law via Human Rights Act 1998
  - conflict of rights.

(Statutes and regulations current at the time of teaching should be used.)

- Geneva Convention
  - outline and main conventions
  - enforcement.
- Classification of rights:
  - civil and political
  - economic, social and cultural.
- Rights of individuals when accessing services:
  - access to high-quality services
  - treated without discrimination
  - confidentiality
  - individual choice when using services
  - humane treatment
  - specific rights relating to the criminal justice system.

## **B2 Legal rights**

The key legislation relative to citizenship and diversity. Statutes and regulations current at the time of teaching should be used. Outline understanding only is expected.

- Equality Act 2010:
  - protected characteristics
    - age
    - disability
    - gender reassignment
    - marriage and civil partnership
    - pregnancy and maternity
    - race
    - religion or belief
    - sex
    - sexual orientation.
- Duty to make reasonable adjustments for people with disabilities.
- Prohibited conduct:
  - harassment
  - victimisation.
- Provision of services to meet needs.
- Data Protection Act (DPA) 1998:
  - the eight data protection principles
  - conditions of when data is fairly and lawfully processed
  - approaches taken to data protection by protective services personnel
  - breaches in data protection.
- Freedom of Information Act (FIA) 2000:
  - two ways the FIA provides public access to information held by protection services
    - obligation on protective bodies to publish information about their activities
    - members of protective services entitled to request information.
  - examining requests made and their impact on public awareness.



- Regulation of Investigatory Powers Act 2000 and subsequent legislation:
  - scope
  - potential use/misuse.
- Investigatory Powers Act 2016 and subsequent legislation:
  - scope
  - surveillance.
- Impact of human rights and equal opportunities legislation:
  - on the UK protective service providers
  - on the UK protective service employees
  - on citizens.

### **B3 Human rights organisations and their local, national and international influences**

Understanding the key roles played by local national and international organisations in the protection of human rights.

International organisations

- United Nations:
  - purpose
  - outline structure
    - main institutions
    - General Assembly
    - UN Security Council.
- North Atlantic Treaty Organization (NATO):
  - purpose
  - role in humanitarian issues.
- European Union:
  - purpose
  - outline structure
    - main institutions
    - council
    - parliament
    - commission.

Local and national organisations

- Equality and Human Rights Commission.
- Liberty.
- Citizens Advice Bureau.

Other organisations

- UK Supreme Court.
- European Court of Human Rights.
- International Criminal Court.
- Amnesty International.

### **B4 Responsibilities of individuals, society and protective services**

Understanding the responsibilities of individuals, society and protective services to maintain human rights and the provision of service, including not misusing this provision.

- Responsibilities of individuals:
  - to other individuals in society
  - as members of society
  - as users of protective services
  - as protective service employees.
- Responsibilities of protective services:
  - to users of protective services
  - as employers
  - to society.

## C The role of protective services in ensuring equality of service

The policies, procedures and practices in place to ensure that protective services provide and deliver equality of service to employees and to any others with whom they come into contact.

### C1 Policies and procedures used to promote equality and diversity

- Organisational level:
  - mission/vision statements
  - equal opportunities policies and practices.

### C2 Diversity within the protective services

Investigate the range of approaches used within protective services to ensure that the workforce reflects the communities they serve and that all employees are treated equally.

- Development of a diverse workforce:
  - recruitment and selection policies and procedures
  - positive action to avoid discrimination
  - government target setting for recruitment and retention.
- Support mechanisms:
  - staff unions/federations
  - minority support groups.
- Awareness training.
- Employment policies and procedures:
  - grievance
  - whistleblowing
  - anti-harassment procedures.

### C3 Equality of service to users

The range of services provided to all citizens in the community and the impact on protective service provision when providing equality of service.

- Services to individuals:
  - meeting the needs of individuals
  - meeting the expectations of individuals
  - Balancing the needs of individuals with the needs of the community.
- Supporting and protecting:
  - vulnerable people
  - people in times of crisis
  - safeguarding
  - individuals in custody or on remand.
- Working with groups and individuals in society:
  - group and individual liaison officers
  - protective awareness campaigns and initiatives.
- Accessibility by service users.
- Recognising the needs of citizens:
  - approaches used to identify the needs of citizens.
- Benefits of providing equality of service.
- Negative impact of providing equality of service.
- Impact on other supporting statutory protective services: NHS and ambulance service, Highways Agency, coastguard.
- Communicating with residents and reassuring them regarding equality of access.
- Planning methods of communication with residents.
- Taking steps to implement strategies that have been communicated.
- Reviewing effectiveness of community communication and steps taken to provide reassurance.

## D Changes in society that impact on citizens and the protective services

Understanding the impact of changing trends in society on citizens and the protective services. This includes the need to interpret and analyse primary and secondary data.

### D1 Government policy

The impact of government policy on citizens and protective services.

- Protective sector spending:
  - changes in funding levels
    - impact of direct departmental budgetary funding reductions/increases
    - impact of indirect departmental budgetary funding reductions/increases
  - changes in service provision
    - closure of police- and fire stations
    - reduction in range of services
  - changes in workforce
    - civilian roles
    - volunteer roles
    - private sector
    - voluntary sector.
- Government policy on human rights issues post-'Brexit'.
- Governmental responses to international events.
- National events/issues:
  - terrorism
  - civil unrest
  - cybercrime.

### D2 Demographic change

Know demographic terms and understand the reasons why they may change. Be able to assess the impact that a changing demographic has on society and on the provision of protective services.

- Factors:
  - age
  - sex
  - education
  - income
  - marital status
  - religion
  - birth rate
  - death rate
  - family size.

### D3 Technology and the media

- Technological:
  - use of technology by citizens
  - use of technology by protective services.
- Media:
  - types of media
  - public perceptions of protective services
    - as influenced by mainstream media
    - as influenced by social media
  - impact of technology on the health of individuals
  - impact of populism on citizens and protective services.

#### **D4 Other factors**

There are other factors that lead to changes in society that need to be identified and linked to their impact on citizens and protective services.

- Data interpretation and analysis on:
  - socio-economic groups
  - unemployment
  - poverty
  - crime rates
  - immigration
  - inflation
  - political activism
  - reoffending rates
  - education
  - employment
  - drug and alcohol misuse
  - mental and physical health
  - attitudes and self-control
  - institutionalisation and life skills
  - housing
  - financial support and debt
  - family networks.

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners demonstrate knowledge and understanding of the concepts of citizenship and how citizenship benefits society. They also demonstrate an understanding of how the actions taken by protective services in promoting equality and diversity can influence citizens and society as a whole. Learners understand the impact of humanitarian and legal rights on individuals and protective services. Learners are able to make judgements on the effectiveness of practices on the rights of service users and propose and justify recommendations for delivering services, based on balancing the needs of individuals and the needs of society. They can demonstrate a sound knowledge of factors that influence society and protective services, and are able to interpret given data.

### Level 3 Distinction

Learners demonstrate a thorough understanding of the concepts of citizenship and how citizenship benefits society. They are able to justify recommendations about the effectiveness of the actions taken by protective services in promoting equality and diversity. Learners can analyse the impact of humanitarian and legal rights on individuals and protective services. Learners can evaluate the impact and effectiveness of protective service working practices on the rights of service users and can propose and justify recommendations for delivering services in a changing environment, based on balancing the needs of individuals and the needs of society. They are able to analyse given data to justify their responses.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant, to arrive at a conclusion.
Discuss	Learners identify the issue/situation/problem/argument that is being assessed in the question given, exploring all aspects and investigating fully.
Evaluate	Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.
Explain	Learners convey understanding by making a point or statement or by linking the point or statement with a justification or expansion.

Command or term	Definition
Give	Learners can provide examples, justifications and/or reasons to a context.
Give the definition of	Learners give a definition.
State/Name	Learners give a definition or example.

## Links to other units

This unit links to:

- Unit 3: Global Affairs, the Media and the Protective Services
- Unit 14: Police Powers and the Law
- Unit 16: Understanding the Third Sector.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- support from local protective services staff as mentors.

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## Unit 2: Behaviour and Discipline in the Uniformed Protective Service

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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### Unit in brief

Learners investigate factors that can affect behaviour and their impact on discipline of individuals and groups within the uniformed protective service.

### Unit introduction

There are many influences on the ways in which an individual working within the uniformed protective service behaves – and these are changing all the time. Some of them are within the control of the individual, while others are beyond their control. You will need to understand how your behaviour impacts on different individuals while working in a range of areas of uniformed protective service. You will need to know how discipline within the uniformed protective service works and supports the individual in order to assist them to deal with changes to their working environment and how to deal with stressful situations.

You will gain an understanding of a range of theories that underpin behaviour and how these are applied in the uniformed protective service. The uniformed protective service is defined as armed services, police, fire and rescue service, custodial services. You will need to understand how authority is used to benefit both the individual and society as a whole and you should be able to name examples of the key types of authority within your sector.

The skills you gain in this unit will help you progress to employment or an Apprenticeship in roles where the focus is on organisation and behaviour in the public sector or to degree programmes specifically related to the uniformed protective service, such as policing, fire and rescue or offender management.

### Summary of assessment

This unit is assessed by a written examination set by Pearson.

The examination will be two hours in length.

The number of marks for the examination is 80.

The assessment availability is January and May/June each year. The first assessment availability is January 2020.

Sample assessment materials will be available to help centres prepare for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of principle psychological perspectives and their impact on behaviours.

Command words: describe, give, identify, outline, name, state

Marks: ranges from 1 to 4 marks

**AO2** Apply knowledge and understanding of behaviour and discipline within uniformed protective service.

Command words: identify, describe, explain, discuss

Marks: ranges from 2 to 6 marks

**AO3** Analyse the authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective service.

Command words: analyse, assess, discuss

Marks: ranges from 6 to 12 marks

**AO4** Make connections between behaviours, theory and practice within uniformed protective service.

Command words: analyse, assess, discuss, evaluate

Marks: ranges from 6 to 12 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Factors affecting behaviour

#### A1 Principle psychological perspectives as applied to behaviour

Features of each approach to psychology.

- Behaviourist:
  - emphasis on the role of environmental factors in behaviour
  - importance of classical and operational conditioning
  - focus on stimulus-response approaches.
- Psychodynamic:
  - focus on behaviour being determined by unconscious factors – thoughts, wishes, memories
  - personality is comprised of the id, ego and superego
  - conflict between the id and ego regulated by the superego.
- Humanistic:
  - belief in the free will of the individual who has the ability to choose how they act
  - acknowledgement that only the individual can fully interpret their experiences and understand their meaning.
- Cognitive:
  - information processing approach
  - focus on the study of mental processes.

#### A2 Behaviour as an outcome of satisfying needs

Features of different needs and how working in uniformed protective services contributes towards meeting these needs.

- Maslow's hierarchy of needs:
  - biological needs
  - safety needs
  - social needs
  - self-esteem needs
  - self-actualisation.

#### A3 Personality types and theories

The key features of each theory, their strengths and weaknesses and their application to working in the uniformed protective service.

- Characteristics of personality types:
  - Type A personality
  - Type B personality.
- Trait theory:
  - stable, enduring characteristics that explain behaviour
  - genetic basis for personality
  - behaviour can be predicted based on an individual's traits.
- Situational theory:
  - behaviour is determined by the environment or situation
  - Bandura's social learning theory:
- modelling
- social reinforcement
- Interactionist theory
  - behaviour is the result of an individual's traits and the situation.

**A4 Development of attitude and related theories**

Attitude theories and how attitude impacts on an individual's behaviour when dealing with others in public service situations.

- Development of attitudes:
  - previous experiences
  - modelling others' behaviour
  - cultural influences.
- Theories of the influence of attitude on behaviour:
  - theory of planned behaviour:
- attitude to specific actions
- subjective norms
- perceived behavioural control
- behavioural intention
- behaviour
  - Dweck's mindset theory:
- fixed mindset:
  - ability is fixed and cannot be changed
  - success is based on fixed ability
  - belief that people are naturally gifted
- growth mindset:
  - effort is more important than ability
  - ability can be improved through learning skills and practice.
- How beliefs about ability and talent impact on behaviour (fixed versus growth):
  - challenges (avoiding versus embracing)
  - obstacles (giving up versus persisting)
  - effort (pointless versus essential for mastery of skills)
  - criticism (ignore versus learn from it).

**B Obedient and compliant behaviour within the uniformed protective service****B1 Obedience and compliance**

Features of different types of obedience.

- Types of obedience:
  - conscious.
  - unconscious.
- Relationship between obedience and compliance.

**B2 Obedience when working in uniformed protective service**

- The importance of obeying orders and commands from those in authority:
  - following an order to perform a task/to achieve an objective
  - a practice to make the service efficient and disciplined
  - a personal quality allowing for mutual respect.

**B3 The impact of obedient and disobedient behaviours**

Positive and negative effects of each behaviour.

- The impact of obedient behaviours:
  - extrinsic rewards – praise and respect, medals, extended leave, promotion, pay rise
  - intrinsic rewards – pride, job satisfaction, team spirit/morale, trust.

- The consequences of disobedient behaviour:
  - loss of rank
  - reduction in pay
  - suspension
  - loss of job/dishonourable discharge.
- When orders may be questioned:
  - immediate response
  - delayed response.
- Processes for questioning orders within the protective services:
  - whistleblowing.

#### **B4 Research studies of obedience**

The key features of each theory, their strengths and weaknesses and their application to working in the uniformed protective service.

- Milgram's obedience research (1963):
  - remote feedback
  - voice feedback
  - proximity
  - touch-proximity.
- Burger (2009) replicating Milgram.
- Hofling's Hospital Experiment of Obedience (1966):
  - nurses ordered to inject dangerous levels of a drug in patients
  - effect of social pressure on obedience
  - implications of study.
- Milgram and Hofling's research outcomes on obedience:
  - perception of legitimate authority
  - diffusion of responsibility
  - socialisation
  - entrapment.

### **C Conformity and self-discipline in the uniformed protective service**

#### **C1 Conformity**

- The importance of conformity within the uniformed protective service:
  - following a request to perform a task
  - complying to procedures that become common practice
  - social norms and their link to self esteem
  - uniforms as a symbol of conformity, pride and authority
  - acceptance from your colleagues and other professionals
  - in-group and out-group favouritism.

#### **C2 Research studies of conformity**

Key features of research studies and their application to working in the uniformed protective service.

- Zimbardo's Stanford Prison experiment:
  - power of social situations
  - roles of prisoner and guard.
- Asch's paradigm:
  - supporters or dissenters
  - influence of the majority.

**C3 Theories of conditioning**

The application of conditioning theories to obedience and conformity on individuals in uniformed protective service.

- Classical conditioning:
  - Pavlov's dog
  - unconditioned response
  - conditioned response.
- Operant conditioning:
  - relationship of action and consequences
  - role of feedback in learning
  - reinforcing desirable actions.

**C4 Self-discipline**

- Rules/procedures/policies/legislation in the uniformed public services to encourage discipline, e.g. Armed Forces Act 2006 (relevant sections), code of professional standards for the police.
- The links between self-discipline and conformity and their impact in uniformed public service.
- Activities that show self-discipline and conformity:
  - drill
  - uniform maintenance
  - adhering to a team code.
- The features of self-discipline that support conformity:
  - personal appearance and presentation
  - punctuality and good time management
  - reliability and full attendance
  - composure and positive attitude
  - performing your duties to the best of your ability
  - personal conduct and behaviour.
- The benefits of appropriate self-discipline and the consequences of:
  - for an individual:
    - through taking pride in your appearance, making a good first impression on people
    - remaining efficient and effective
    - remaining calm in difficult situations
    - supporting the morale of your colleagues and the public
  - for an organisation:
    - maintaining the trust and confidence of the public.
- The consequences of a lack/total loss of self-discipline in the uniformed protective service:
  - for an individual:
    - disciplinary procedures
    - sanctions
    - loss of respect
  - for an organisation:
    - loss of credibility
    - loss of public confidence.

## **D Factors affecting discipline and its relationship to authority in the uniformed protective service**

### **D1 The need for discipline**

Discipline in the context of the uniformed protective service.

- Definitions of discipline within the uniformed protective service.
- The necessity for rules and regulations:
  - to ensure procedures are standardised and consistent
  - lawful orders are followed
  - there is no abuse of authority
  - people are treated with respect and without favour
  - the service is not brought into disrepute.
  - Why orders need to be followed:
    - to ensure complex and potentially dangerous situations are dealt with efficiently
    - to ensure public confidence is maintained
    - failure or refusal to follow an order undermines authority
    - less efficient service being delivered
    - to provide a consistent service to the public
    - the maintenance of social order in the UK.

### **D2 The role of discipline**

- The role of discipline in uniformed protective service:
  - team spirit
  - sense of pride
  - camaraderie with your colleagues
  - a sense of duty and honour
  - serving the public
  - to ensure staff remain professional and loyal to each other, their service and the public.

### **D3 Types of authority**

The features of each type of authority, their advantages and disadvantages and their effectiveness in different uniformed protective service contexts.

- The nature of authority:
  - ensure an individual or organisation complies with reasonable and lawful requests
  - organisational accountability across services
  - position of authority via rank or status
  - respect for people in authority
  - ethical considerations.
- Corruption as an abuse of authority.
- Independent Police Complaints Commission.
- Different styles of authority:
  - authoritarian
  - dictatorial
  - consultative
  - participative.
- The impact of authority on behaviour:
  - blind obedience
  - managing moral dilemmas
  - questioning of orders
  - personal accountability across different services.

## **E Potential stress and related psychological conditions faced by public service personnel**

### **E1 Causes of stress**

- External factors:
  - change in personal circumstances
  - violence, war and terrorism
  - loss of family member, friend or colleague.
- Internal factors:
  - personality
  - thoughts
  - memories.
- Daily pressures:
  - work and home responsibilities
  - unforeseen events
  - personal relationships.

### **E2 Factors contributing to stress**

Different factors and how they may contribute to stress:

- Previous experiences of stress:
  - personality type
  - social factors
  - intelligence.
- Stress-vulnerability model (Zubin and Spring, 1977):
  - biological vulnerability
  - stress
  - protective factors/coping skills.
- Bullying:
  - physical
  - psychological
  - cyber.

### **E3 Reaction to stress**

Features of each stage of the models and application to situations faced by employees in the protective services.

- General adaptation syndrome (GAS):
  - alarm reaction
  - resistance stage
  - exhaustion stage.
- The stress process:
  - cause of stress
  - individual perception of demand
  - stress response
  - behavioural consequences.



**E4 Mental health risks due to prolonged exposure to stress**

- Characteristics and triggers for each condition and associated behaviours within uniformed public service roles.
- Psychological conditions arising from stress:
  - anxiety
  - social isolation
  - depression
  - suicide risk.
- Abnormal behaviours as a response to extreme stress:
  - phobias
  - panic anxiety disorder
  - post-traumatic stress disorder (PTSD).

**E5 Interventions to manage psychological conditions and cope with stress**

Key features of psychological interventions and how they can be applied to individuals suffering from stress-related illness.

- Positive measures:
  - removal of causes of stress
  - psychological therapy
  - reliance on social network
  - coping strategies.
- Negative measures:
  - withdrawal
  - self-medication with alcohol and drugs
  - aggressive behaviour.

**F Managing the behaviours of others and self in high tension situations****F1 Potential causes leading to high tension situations**

Features of each cause of high-tension situations within the uniformed protective service.

- Environmental:
  - war zones
  - emergency situations
  - riots
  - day-to-day high-tension situations.
- Behavioural:
  - emotional reaction – aggression, anger, grief, fear
  - medical – existing medical issues, substance abuse, mental health.

**F2 Stages of escalation in conflict situations encountered in the uniformed protective service**

- Characteristics of each behaviour cycle and how to manage them:
  - the attitude-behaviour cycle/Betari Box
  - threat levels can escalate in a confrontation
  - behaviour/actions and how they can influence the outcome of a situation.

**F3 Applying dynamic risk assessment**

- Characteristics of each cycle and how to manage them:
  - the reactionary gap/proxemic zones
  - early warning signs of potential aggression.

#### **F4 Strategies to defuse high tension situations**

Using communication in the de-escalation of potential conflict within different uniformed protective service.

- The influence of body language on the outcome of potential conflict situations:
  - use of verbal and non-verbal communication to signal non-aggression
  - maintaining self-control
  - being assertive
  - empathy and active listening to facilitate understanding.
- Overcoming barriers in communication:
  - physical
  - social/attitudinal
  - psychological/emotional
  - linguistic.

## Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will demonstrate knowledge and understanding of key psychological perspectives and how they impact on individual and group behaviour. They will apply their knowledge and understanding of theories and concepts to interpret behaviours of individuals and groups in roles within uniformed protective service. Learners will be able to recognise the nature of authority, obedience and conformity and how these contribute to maintaining order in the uniformed protective service.

### Level 3 Distinction

Learners will demonstrate a thorough knowledge and understanding of the theories and principles of behaviour and discipline, the nature of authority, obedience and conformity and their impact within the uniformed protective service. Learners will be able to apply their knowledge and understanding of behaviour and discipline by interpreting information through an evaluation of roles within the uniformed protective service to make reasoned judgements of individual and group behaviour.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its component parts, or examine factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant, to arrive at a conclusion.
Describe	Learners consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Discuss	Learners identify the issue/situation/problem/argument that is being assessed in the question given, exploring all aspects and investigating fully.

Command or term	Definition
Evaluate	Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.
Explain	Learners convey understanding by making a point/statement or by linking the point/statement with a justification or expansion.
Give	Learners can provide examples, justifications and/or reasons to a context.
Identify	Learners assess factual information that may require a single word answer although sometimes a few words or a maximum of a single sentence are required.
State/Name	Learners give a definition or example.
To what extent	Learners review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.

### Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 8: Sociological Perspectives
- Unit 12: Introduction to Criminology

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- support from local protective services staff as mentors.

# Unit 4: Physical Preparation, Health and Wellbeing

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the components of fitness, lifestyle factors that affect a person and how to train to improve personal fitness to meet the uniformed protective service fitness entry requirements.

## Unit introduction

Understanding how to lead a healthy lifestyle and how to train effectively for personal fitness is particularly important for members of the uniformed protective service. Different uniformed protective services have varying fitness tests depending on the nature of the job so it is important to have an understanding of these, and know why specific uniformed protective services use particular tests.

This unit will enable you to gain an understanding of the different components of fitness and how to train effectively. You will learn about different types of training and how each may be used to improve an individual's health and wellbeing. You will also learn about different lifestyle factors that can affect a person and why these are important if you are to enter the uniformed protective service. You will learn how to achieve a healthy and balanced lifestyle. You will have the opportunity to partake in varying fitness tests to assess whether individuals meet the required standards set by a uniformed protective service and their specific role.

This unit will prepare you to meet the fitness requirements of the uniformed protective service, supporting your progression to employment as well as to higher education courses.

It will also support you to maintain a minimum level of fitness which will be required or beneficial, in employment roles in the sector.

## Learning aims

In this unit you will:

- A** Understand components of fitness and methods of training and its effects on the body systems
- B** Examine lifestyle factors that are important in maintaining health and wellbeing
- C** Undertake and review personal fitness and fitness requirements for entry to the uniformed protective service.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand components of fitness and methods of training and its effects on the body systems	<b>A1</b> Human body systems <b>A2</b> Physical fitness <b>A3</b> Physical training methods <b>A4</b> Skill-related fitness <b>A5</b> Skill-related training methods	A report on the components of fitness and how a person should train for them.
<b>B</b> Examine lifestyle factors that are important in maintaining health and wellbeing	<b>B1</b> Lifestyle factors and their effects on health and wellbeing <b>B2</b> Health assessment <b>B3</b> Lifestyle improvement techniques	A report which looks at learner's own lifestyle and includes a lifestyle improvement plan.
<b>C</b> Undertake and review personal fitness and fitness requirements for entry to the uniformed protective service	<b>C1</b> Carrying out fitness tests <b>C2</b> Test requirements for uniformed protective services	Annotated photographs or video evidence of practical supported by observation report and witness statement of learner demonstrating fitness tests. The fitness tests should be relevant to the specific uniformed protective service requirements and allow the learner to determine their own fitness levels and goals for personal improvement to meet uniformed protective service entry requirements.

## Content

### Learning aim A: Understand components of fitness and methods of training and its effects on the body systems

#### A1 Human body systems

The body systems and a basic knowledge of how they work and the effects of physical activity.

- Muscular-skeletal system:
  - skeletal system – structure of the skeleton, functions of the skeleton, e.g. supporting framework, protection, muscle attachment, blood cell production, store of minerals, provide leverage, weight bearing, reduce friction across a joint
  - muscular system – structure of the muscular system, e.g. major muscles of the body (biceps, triceps, deltoids, pectoralis major, rectus abdominus, quadriceps, hamstrings, gastrocnemius, erector spinae, trapezius, latissimus dorsi, obliques), functions of the muscular system, types of muscle (cardiac, skeletal, smooth).
- Cardiovascular system:
  - structure of the heart – atria, ventricles, pulmonary artery, pulmonary vein, aorta, vena cava, bicuspid, tricuspid valve
  - types of blood vessels
  - function of the heart – blood flow, delivery of oxygen and nutrients.
- Respiratory system:
  - structure of the lungs, e.g. diaphragm, bronchus, bronchiole, alveoli
  - function of the respiratory system, diffusion of oxygen and removal of carbon dioxide.

#### A2 Physical fitness

Understand the components of physical fitness and the application of each component.

- Muscular strength.
- Muscular endurance.
- Flexibility.
- Cardiovascular endurance.
- Speed.

#### A3 Physical training methods

The different physical fitness training methods and the ways they are applied.

- Principles of training:
  - overload, specificity, progression, variation, reversibility, FITT (frequency, intensity, time and type) principle.
- Methods of training:
  - muscle strength, e.g. free weights, resistance machines
  - muscular endurance, e.g. circuit training, core stability training, medicine ball training
  - flexibility, e.g. static stretching, ballistic stretching, proprioceptive neuromuscular facilitation (PNF) stretching
  - cardiovascular endurance, e.g. continuous training, fartlek training, interval training
  - speed, e.g. interval training, specific speed training activities.
- Effects of long-term physical training methods on the human body.

**A4 Skill-related fitness**

Understand skill-related fitness.

- Coordination.
- Agility.
- Balance.
- Reaction time.
- Power.

**A5 Skill-related training methods**

The different ways skill-related fitness training methods are applied to a practical context.

- Coordination training, e.g. hand-eye drills, carioca drills.
- Agility training methods e.g. SAQ (speed, agility and quickness) drills, agility ladders, hurdles.
- Balance training methods e.g. wobble boards, static balance, dynamic balance (agility activities).
- Power training methods, e.g. explosive strength activities, plyometric training.
- Effects of long-term skill-related training methods on the human body.

**Learning aim B: Examine lifestyle factors that are important in maintaining health and wellbeing****B1 Lifestyle factors and their effects on health and wellbeing**

Understand how important maintaining lifestyle factors are in health and wellbeing.

- Taking part in physical activity:
  - health – reduces risk of chronic diseases, e.g. coronary heart (CHD), type 2 diabetes
  - psychological – relieves stress, reduces depression
  - social – improves social skills, enhances self-esteem.
- Healthy diet:
  - food groups – carbohydrates, fats, proteins
  - benefits of a healthy diet – improved immune function, maintenance of body weight, reduces risk of chronic diseases (diabetes, osteoporosis, hypertension, high cholesterol)
  - dietary recommendations and guidelines e.g. 5 a day, eat well guide, reducing salt intake, healthy alternatives.
- Impact of negative lifestyle factors on physical and mental health:
  - smoking – health risks associated with smoking, e.g. coronary heart disease (CHD), lung disease
  - alcohol – health risks associated with excessive alcohol consumption, e.g. stroke, cirrhosis, hypertension, depression
  - stress – stress and post-traumatic stress disorder, health risks of excessive stress levels.

**B2 Health assessment**

Understanding how the health and wellbeing of an individual can be measured.

- Screening questionnaires – lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Health monitoring tests – interpret health monitoring results of a selected individual using normative data and population norms:
  - blood pressure
  - resting heart rate
  - body mass index (BMI)
  - waist-to-hip ratio
  - peak flow.



### B3 Lifestyle improvement techniques

Understand how lifestyle improvement techniques can be used to promote a healthy lifestyle.

- Strategies to increase physical activity, e.g. at home, at work, during leisure time, method of transport.
- Smoking cessation strategies, e.g. NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support pack.
- Strategies to reduce alcohol consumption, e.g. counselling, self-help groups, alternative treatment.
- Stress management techniques, e.g. assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, yoga, alternative therapies, changes to work-life balance.
- Strategies to improve diet, e.g. group support sessions, dietary clubs, healthy eating advice (dietician.), changes in shopping habits.

### Learning aim C: Undertake and review personal fitness and fitness requirements for entry to the uniformed protective service

#### C1 Carrying out fitness tests

Understand why protective services have fitness tests.

- Monitor individual levels of fitness and health.
- Assess ability to complete job role.
- Provide motivation.
- Preparation for job role

Prepare for and carry out a fitness test for each component of fitness and assess personal fitness levels against normative data.

- Risk assessment/health and safety considerations prior to testing e.g. warm up, warm down, facilities, equipment, use of spotters for specific types of tests.
- Different types of tests for components of fitness:
  - muscular strength, e.g. one-rep max (1RM), handgrip test, push and pull test
  - muscular endurance, e.g. one minute of press-ups, one minute of sit-ups, pull ups test, leg raise test
  - flexibility, e.g. sit and reach, strength standards 1RM, trunk rotation test, groin flexibility test
  - cardiovascular, e.g. multistage fitness test, step test, 1.5 mile run test, 12 minute Cooper Run
  - speed, e.g. sprint tests, Wingate cycling sprint test.
- Recording and interpreting test data.
- Identifying performance strengths and areas for improvement.
- Comparative assessment of data against normative data.
- Accuracy of testing:
  - validity of tests
  - reliability of tests.

#### C2 Test requirements for uniformed protective services

The benchmark fitness requirements for various protective services.

- Specific protective service fitness tests, e.g. police, fire service, British Army, Royal Navy, Royal Air Force (RAF), prison service.
- Job specific – specific protective service job-related fitness requirements, including the fitness tests, reasons for different tests and specific tests, e.g. the police require multi-stage fitness test.
- Service requirements – service levels for specific protective services, pass levels, e.g. army infantry requires 1.5 miles in 12.45 minutes, army combat require 1.5 miles in 13.15 minutes, police level 5:4 bleep test.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand components of fitness and methods of training and its effects on the body systems</b>		<b>A.D1</b> Evaluate the effectiveness of methods of training for components of fitness and the effects on the body systems.
<b>A.P1</b> Explain the components of fitness. <b>A.P2</b> Explain the different training methods for components of fitness.	<b>A.M1</b> Assess the most appropriate methods of training for components of fitness.	
<b>Learning aim B: Examine lifestyle factors that are important in maintaining health and wellbeing</b>		<b>B.D2</b> Evaluate personal lifestyle factors and their impact on health and wellbeing, justifying improvements for personal health and wellbeing.
<b>B.P3</b> Explain personal level of health and wellbeing. <b>B.P4</b> Explain lifestyle factors that impact on personal health and wellbeing.	<b>B.M2</b> Analyse lifestyle factors that impact on personal health and wellbeing.	
<b>Learning aim C: Undertake and review personal fitness and fitness requirements for entry to the uniformed protective service</b>		<b>C.D3</b> Evaluate the results of uniformed protective service fitness tests, justifying whether they meet the entry requirements of targeted uniformed protective services.
<b>C.P5</b> Carry out and accurately record the results of relevant uniformed protective service fitness tests. <b>C.P6</b> Explain how the fitness requirements of targeted uniformed protective services are assessed using personal fitness tests.	<b>C.M3</b> Carry out uniformed protective service fitness tests, demonstrating skills to ensure recorded test results are valid and reliable. <b>C.M4</b> Analyse how the fitness requirements of targeted uniformed protective services are assessed using personal fitness tests.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- suitable fitness testing facilities and equipment, e.g. a sports hall, studio gym or sports lab with appropriate testing equipment such as sit and reach box, grip dynamometer, skinfold callipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch.
- suitable individuals and groups who can act as test subjects.

### Essential information for assessment decisions

#### Learning aim A

Learners must explain all the components of fitness and must assess the most appropriate methods of training for three components of fitness. They must identify three methods of training, for example a method to support muscular strength, a method to support flexibility and a method to support speed, to satisfy the components of fitness for their chosen activity, for example a method to support co-ordination, a method to support agility and a method to support balance.

**For distinction standard**, learners will consider the advantages, disadvantages and relevance of methods of training for fitness components in order to make judgements on their effectiveness. They will draw conclusions that are supported by examples, justifying how the methods contribute to improving fitness, and forming conclusions as to which methods are most effective. Learners suggest ways in which training methods may be adapted to maximise the effectiveness of specific fitness needs. They will articulate their arguments coherently throughout.

**For merit standard**, learners will present the outcome of a methodical and detailed comparison into the methods of fitness training and their effectiveness in contributing to improving fitness. They will look at the different methods they have trained for and see how effective they are. Learners will interpret the relationship between each method of training and the associated component of fitness, and assess how they improve fitness. Learners will use appropriate terminology and provide examples to illustrate their points.

**For pass standard**, learners will explain each of the components of fitness and explain the different forms of training for each component. Learners' explanations of each of the components must be clear and detailed and written in their own words to demonstrate clear understanding.

#### Learning aim B

Learners must use health and wellbeing monitoring tools such as screening questionnaires, personal assessments, health monitoring tests and mental health assessments to measure their health and wellbeing.

**For distinction standard**, learners will be able to conclude through their evaluation the different lifestyle factors that have impacted on personal health and wellbeing, using health and wellbeing monitoring tool results and normative and population data. Learners will take an analytical approach which will lead to a comprehensive interpretation of the results to show the positive and negative lifestyle factors that have impacted on their health and wellbeing. Learners will be able to recommend areas for improvement, with clear and comprehensive justification and examples, as appropriate.

**For merit standard**, learners will analyse different lifestyle factors to identify which have impacted on their health and wellbeing, using health and wellbeing monitoring tool results. Learners will look at individual lifestyle factors and identify positive or negative impacts, making links to normative and population data, as appropriate.

**For pass standard**, learners will explain their own current levels of health and wellbeing, with consideration given to how lifestyle factors such as exercise/physical activity, diet, hygiene, mental health, whether they smoke or drink, how much they sleep they have per night and using health and wellbeing monitoring tools impact on their own personal health and wellbeing.

### Learning aim C

Learners must carry out fitness tests safely and evaluate whether an individual meets the fitness requirements of a specific uniformed protective service.

**For distinction standard**, learners must carry out fitness tests safely, providing a comprehensive evaluation of whether an individual meets the requirements of a uniformed protective service. They will record data with a high degree of accuracy and accurate comparisons will be made against appropriate normative data. All data will be presented using the correct units as part of their comprehensive evaluation and in the display methods such as a table and/or chart. Learners will accurately interpret the collected data and provide a full justification of whether the results meet the standards of selected uniformed protective service fitness requirements. They will provide clear evidence of standards required for entry to support their justification. Learners will provide a clear justification of whether the test meet the needs of the uniformed protective service, giving a comprehensive evaluation of whether the tests are valid and reliable.

**For merit standard**, learners must carry out and analyse the results of a uniformed protective service fitness tests. They will record data in a clear and concise format. Data will be recorded and presented as part of their analysis and the majority of the units will be displayed correctly in any tables and/or charts. Learners will be able to make a clear interpretation of the data collected and provide an analysis of whether it met the standards required for the selected uniformed protective service. They will provide evidence of standards required for entry to support their analysis. Learners will provide an analysis of whether the test met the needs of the uniformed protective service and an analysis of whether the tests were valid and reliable.

**For pass standard**, learners must carry out and explain the results of a uniformed protective service's fitness tests. They will record the data and present it clearly. Data will be recorded and presented as part of their explanation with limited evidence of units shown throughout and in an appropriate display method such as a table and/or chart. Learners will provide a limited interpretation of the data collected and whether they met the standards required for a selected uniformed protective service.

### Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Service
- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 9: Skills for Outdoor activities and the Uniformed Protective Service
- Unit 10: Expedition Skills
- Unit 11: Developing Personal Fitness Programmes.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective service organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

DRAFT

## Unit 5: Leading Effective Teams in the Uniformed Protective Service

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

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### Unit in brief

Learners actively participate in teamwork activities, taking on different roles so that they can select and apply skills to demonstrate their understanding of the dynamics of team building and communication in order to plan and review leadership in the uniformed protective service context.

### Unit introduction

The ability to effectively lead and support is crucial within the uniformed protective service. To carry out team work and leadership effectively, you need to practise skills in order to apply them appropriately, drawing on your understanding of the uniformed protective services and their roles and responsibilities within the community. In order to complete the assessment activity in this unit, you will select and apply learning from across the qualification to develop and demonstrate communication, teamwork and leadership skills in activities set in a Uniformed Protective Service context. The skills and knowledge you will use, follow on from those developed in: *Unit 1: Citizenship and Diversity*, *Unit 2: Behaviour and Discipline in the Uniformed Protective Service* and *Unit 4: Physical Preparation, Health and Wellbeing*. The skills and knowledge that you will draw on from these units include specific requirements, objectives and procedures associated with protective service delivery.

You will learn about the importance of leading a team well, investigating the different styles of leadership and how they are best used within the uniformed protective service. You will learn how to be an effective team member and will gain an understanding of the different types of communication systems used by the uniformed protective service. You will investigate the importance of clear communication and how communication systems have enabled the services to become more efficient.

On completion of this unit, you will have the knowledge and skills to be an effective team member and lead a team, as well as an appreciation of the range of communication styles. You will be able to build on this level 3 learning to progress to employment or Apprenticeship programmes that focus on work with external organisations. You could gain further leadership and team building skills through activities which encourage involvement in community campaigns or projects.

### Learning aims

In this unit you will:

- A** Examine key theories and techniques of teamwork, leadership and communication used in the uniformed protective service
- B** Apply teamwork, leadership and communication principles to meet a given brief in a uniformed protective service context
- C** Plan to lead a practical activity in a uniformed protective service context.
- D** Produce best practice recommendations for effective team leadership in uniformed protective service contexts.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine key theories and techniques of teamwork, leadership and communication used in the uniformed protective service	<b>A1</b> Types of teams in a uniformed protective service context <b>A2</b> Characteristics and benefits of an effective uniformed protective service team <b>A3</b> Theories of team development <b>A4</b> Leadership Styles <b>A5</b> Types and methods of communication systems	A presentation or report on the benefits and uses of effective team working and effective communication in different types of teams in within a uniformed protective service context, supported by an evaluation of different leadership styles.
<b>B</b> Apply teamwork, leadership and communication principles to meet a given brief in a uniformed protective service context	<b>B1</b> Skills for effective membership of a team in a uniformed protective service context <b>B2</b> Skills for effective team leadership in a uniformed protective service context <b>B3</b> Applying team building techniques in a uniformed protective service context <b>B4</b> Effective uniformed protective service communication	Learners independently select and apply learning from across the qualification in order to: <ul style="list-style-type: none"> <li>demonstrate their ability to use a range of communication, teamwork and leadership techniques in uniformed protective service scenarios. Learners will need to provide photographic and/or video evidence of participation alongside a witness and/or observation record.</li> </ul>
<b>C</b> Plan to lead a practical activity in a uniformed protective service context	<b>C1</b> Planning for an effective practical activity <b>C2</b> Outcomes of effective planning and ineffective planning <b>C3</b> Anticipating and overcoming barriers to effective teamwork and communication	Learners independently select and apply learning from across the qualification in order to: Produce a plan to be used to lead a practical teamwork activity, evaluating the significance of barriers to effective teamwork and communication.
<b>D</b> Produce best practice recommendations for effective team leadership in uniformed protective service contexts.	<b>D1</b> Effective uniformed protective service leadership <b>D2</b> Recommendations for adaptations and managing contingency plans <b>D3</b> Criteria to assess effectiveness in leading a team	Produce a report that includes recommendations on factors influencing leadership and adaptations in leadership of team activities to meet changing contexts.



## Content

### Learning aim A: Examine key theories and techniques of teamwork, leadership and communication used in the uniformed protective service

#### A1 Types of teams in a uniformed protective service context

- Definitions of a group and a team.
- Structure: formal, informal.
- Size: small, large.
- Type: temporary, permanent, project.
- Uniformed protective service teams:
  - divisional, departmental, sectional, regiment/battalion, brigade, expeditionary, multi-agency, specialist teams, crews, shifts, platoon.

#### A2 Characteristics and benefits of an effective uniformed protective service team

- Characteristics:
  - sense of purpose
  - prioritisation of team goals
  - members have clear roles
  - clear lines of authority and decision making
  - conflict dealt with openly
  - personal traits appreciated and utilised
  - group rules set an agreed for working together
  - success shared and celebrated
  - trained and skilled members
  - good interpersonal relationships
  - all have opportunity to contribute.
- Benefits:
  - contribution to the productivity and effectiveness
  - reduction of alienation
  - fostering innovation
  - sharing of expertise
  - increased motivation
  - implementing change
  - stretching people's talents
  - meeting response targets.

#### A3 Theories of team development

- Belbin's nine team roles: identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, contributions and allowable weakness of each role.
- Tuckman's stages of team development: the link between the relationships in the group and the focus on the task.
- Adair's theory: task, team and individual.

**A4 Leadership styles**

How the uniformed protective service use different types of leadership style depending on the work they do. Leadership styles will be used to set expectations and enable the leader to establish a hierarchy.

- Authoritarian, democratic, laissez-faire, bureaucratic, people-orientated, task-orientated, situational, transactional, transformational.

**A5 Types and methods of communication systems**

- Communication methods: verbal, non-verbal, technological.
- Use of communication systems:
  - airwaves, PRR, Bowman
  - phonetic alphabet
  - voice procedures
  - security
  - cross-service communications: acronyms, mnemonic, maintain control within each service.
- Barriers to communication 'noise'.
- Language barrier.
- Faulty equipment.
- Breach/risk in security levels.

**Learning aim B: Apply teamwork, leadership and communication principles to meet a given brief in a uniformed protective service context****B1 Skills for effective membership of a team in a uniformed protective service context**

Skills and qualities needed to be an effective member of a team in a uniformed protective service context.

- Honesty and openness.
- Accountable.
- Patience.
- Committed to the task.
- Works to own strengths.
- Can give and receive constructive feedback.
- Communication.
- Appropriate use of a sense of humour.
- Supportive/integrity.
- Trustworthy.
- Professional.
- Considerate of others.
- Reliable.

**B2 Skills for effective team leadership in a uniformed protective service context**

Skills and qualities needed for effective leadership of team in a uniformed protective service context

- Ability to brief and debrief a team effectively.
- Importance of delegation.
- Time management.
- Motivation – self-motivated, able to motivate others.
- Mental agility.
- Knowledge of team members' capabilities.
- Integrity.
- Review and reflect.
- Manage conflict.
- Lead by example.

- Professional.
- Fair.
- Monitoring the team's actions.

### **B3 Applying team building techniques in a uniformed protective service context**

- Motivation.
- Mentoring.
- Coaching.
- Team knowledge.
- Awareness by the team of each other's strengths.
- Areas and opportunities for development.
- Supporting new and existing members.
- Specialist training conducted by the uniformed protective service.

### **B4 Effective uniformed protective service communication**

- Appropriate presentation and delivery of information to a given audience, using the most effective communication method or methods:
  - written communication, e.g. financial, non-financial, formal and informal reports, letters, journal, magazine or newspaper articles, posters, leaflets, briefing documents, case notes
  - oral presentations, e.g. computer projection presentation with speaker notes
  - online communication – emails, blogs, website notices, online training.
- Benefits of using a variety of communication methods.
- Importance of communication to aid team and service success:
  - digital/social media, e.g. virtual communications.

## **Learning aim C: Plan to lead a practical activity in a uniformed protective service context**

Teaching of content for this learning aim should provide opportunities for learners to draw on their learning from across the qualification.

### **C1 Planning for an effective practical activity**

- Producing a plan Planning formats
  - how to structure/set out your plan.
- Aims and objectives.
- Requirements and content.
- Timings.
- Equipment and resources.
- Size of the team.
- Ability of the team
  - fitness
  - skill
  - experience.
- Contingency planning.
- Health & Safety and risk assessment.

### **C2 Outcomes of effective planning and ineffective planning**

The impact of effective planning and ineffective planning on the leader, team members, the activity.

- Effective planning
  - a successful outcome for the leader, team, activity
  - clear leadership and organisation
  - ease of completion
  - maintenance of hierarchy and discipline.

- Ineffective planning
  - increased likelihood of risk to the team and or others
  - confusion and lack of clarity
  - aims and objectives not met
  - reduced motivation for team members / feeling of failure.

### **C3 Anticipating and overcoming barriers to effective teamwork and communication**

- Poor communication.
- Lack of compliance.
- Differences in personalities.
- Different values.
- Competition.
- Lack of team cohesion.
- Factors affecting team cohesion
  - personal factors
  - team factors
  - leadership factors
  - environment factors
  - confidence in instruction.

### **Learning aim D: Produce best practice recommendations for effective leadership in uniformed protective service contexts.**

Teaching of content for this learning aim should provide opportunities for learners to draw on their learning from across the qualification.

#### **D1 Effective uniformed protective service leadership**

Knowing which leadership style to select for different scenarios.

- The need to maintain discipline and follow instructions.
- Factors affecting leadership style:
  - size of the group
  - groups ability
  - previous knowledge
  - time constraints
  - environment
  - risks to the team and others.

#### **D2 Recommendations for adaptations and managing contingency plans**

Learners need to know when to manage contingencies, how UPS scenarios change and when to apply different skills.

- Changing factors affecting a UPS scenario
  - time of day: Day time, night time
  - group size
  - environment
  - time
  - risks and hazards.
- Selecting the most suitable skills to meet changing scenarios.
  - teamwork
  - leadership
  - communication.

### **D3 Criteria to assess effectiveness in leading a team**

Methods to review the performance of a team member and a team leader.

- Performance indicators.
- Target setting.
- Monitoring.
- Reviewing of performance against goals.
- Support and development of team members.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine key theories and techniques of teamwork, leadership and communication used in the uniformed protective service</b>		<b>A.D1</b> Evaluate different teamwork development, communication and leadership methods used in the uniformed protective service, making comprehensive links to recognised theories.
<b>A.P1</b> Explain the benefits of effective team working and effective communication in different types of teams in the uniformed protective service.  <b>A.P2</b> Explain the different leadership styles used in the uniformed protective service.	<b>A.M1</b> Compare and contrast different team working approaches, communication methods and leadership styles in the uniformed protective service.	
<b>Learning aim B: Apply teamwork, leadership and communication principles to meet a given brief in a uniformed protective service context</b>		<b>B.D2</b> Demonstrate the ability to work highly effectively as a team member and as a team leader in a practical uniformed protective service activity.
<b>B.P3</b> Demonstrate the ability to work competently as a team member in a practical uniformed protective service activity.  <b>B.P4</b> Demonstrate the ability to work competently as a team leader in a practical uniformed protective service activity.	<b>B.M2</b> Demonstrate the ability to work efficiently as a team member and as a team leader in a practical uniformed protective service activity.	
<b>Learning aim C: Plan to lead a practical activity in a uniformed protective service context</b>		<b>C.D3</b> Produce a comprehensive plan for leading a uniformed protective service activity, evaluating the significance of barriers to effective teamwork and communication.
<b>C.P5</b> Produce a competent plan for leading a uniformed protective service activity.  <b>C.P6</b> Explain potential barriers to effective teamwork and communication when planning to lead a uniformed protective service activity.	<b>C.M3</b> Produce a detailed plan for leading a uniformed protective service activity, analysing the significance of barriers to effective teamwork and communication.	
<b>Learning aim D: Produce best practice recommendations for effective team leadership in uniformed protective service contexts</b>		<b>D.D4</b> Make recommendations for adaptations in leadership of team activities to meet changing factors in uniformed protective service contexts, using evidence from selected activities.
<b>D.P7</b> Explain different factors which could impact on the leadership of a uniformed protective service team, using evidence from selected activities in context.  <b>D.P8</b> Explain how to adapt leadership of team activities to changing factors in uniformed protective service contexts.	<b>D.M4</b> Justify adaptations to leadership of team activities to meet changing uniformed protective service contexts, using evidence from selected activities.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of four summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C3)

Learning aim: D (D.P7, D.P8, C.M3, D.M4, DD4)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- opportunities for teamwork activities
- resources and case studies from which to research, enabling them to draw on learning from across their qualification.

### Essential information for assessment decisions

For this unit, learners will need access to a range of up-to-date uniformed protective service information, possibly from websites or case studies and drawing on topics from across other units.

In completing the assessment activities for this unit, learners must have appropriate opportunities to independently select and apply knowledge and skills from their learning across the qualification.

### Learning aim A

**For distinction standard**, learners will have demonstrated that they can fully evaluate different teamwork development, communication and leadership methods in the uniformed protective service, consistently selecting relevant information from case studies and giving appropriate examples. They will demonstrate a consistently accurate application of knowledge and skills by giving specific, insightful explanations of individual behaviours in team activities, behaviour theories and the application of discipline. They will show consistently relevant application and contextualisation of skills and knowledge by linking their examples logically to the theories they have studied, offering views on their effectiveness in the uniformed protective service.

**For merit standard**, learners will give detailed information on different team working approaches, communication methods and leadership styles in the uniformed protective service. They will compare and contrast these and examine the characteristics of different teams and leadership styles used in the uniformed protective service. They will demonstrate clear application of knowledge and skills by giving specific, insightful explanations of individual behaviours in team activities, theories and the application of discipline. They will show mostly relevant application and contextualisation of skills and knowledge by explaining why the leadership style would be most appropriate in a uniformed protective service context and giving reasons why other styles would be less effective. They will use mainly appropriate examples to back up their points and make clear reference to recognised theories.

**For pass standard**, learners will provide realistic information on the different characteristics of teams and leadership styles used in the uniformed protective service. They will show competent application and contextualisation of skills and knowledge by explaining the importance of specific team-building techniques in the context of the uniformed protective service. They will demonstrate competent application of knowledge and skills by giving specific, insightful explanations of individual behaviours in team activities, theories and the application of discipline. Learners will provide some discussion on the role of team development in specified, contrasting uniformed protective services, making some outline reference to recognised theorists.

### Learning aim B

In completing the assessment activities for this learning aim, learners will be expected to make connections between their demonstration of teamwork and leadership skills and their learning in:

*Unit 1: Citizenship and Diversity* in relation to diversity and equality requirements when working with others or leading others. (Applicable to learners taking Extended Certificate, Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

*Unit 2: Behaviour and discipline in the Uniformed Protective Service*, in relation to individual's behaviours in team activities, behaviour theories and the application of discipline. (Applicable to learners taking Foundation Diploma, Diploma or Extended in Uniformed Protective Service).



*Unit 4: Physical Preparation, Health and Wellbeing* in relation to any physical or fitness requirements. (Applicable to learners taking Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

**For distinction standard**, learners will show that they can consistently demonstrate their ability to use a range of communication, leadership and teamwork skills as a leader in a practical UPS activity. Learners will show consistently relevant application and contextualisation of skills and knowledge by linking the use of communication methods and effectiveness of communication methods logically to specific Uniformed Protective service contexts.

Learners will demonstrate a professional approach throughout the activities in both roles in a uniformed protective service context. They will have shown maturity and self-management when working as a team member in a uniformed protective service role, showing support for the team leader and demonstrating initiative in their own role. As a team leader in a uniformed protective service role, they will give direction confidently, respond flexibly to changes in circumstances and gain the respect of the team they are leading. Learners will produce an effective checklist of their own roles and responsibilities in carrying out a practical activity in a uniformed protective service context.

**For merit standard**, learners will show that they can effectively demonstrate their ability to use a range of communication, leadership and teamwork skills to work efficiently as a team member and as a team leader in a practical uniformed protective service activity. Learners will show mostly relevant application and contextualisation of skills and knowledge by linking the use of communication methods and effectiveness of communication methods to specific Uniformed Protective service contexts.

Learners will work effectively as both a team member and a team leader in a uniformed protective service context. As a team member in a uniformed protective service role, they will show commitment to the role they have been given, taking responsibility for their tasks and offering support to others. As team leader in a uniformed protective service role, they will communicate well with the team, delegating work appropriately and fairly, monitoring their team's actions, showing some flexibility when circumstances change. Learners will produce a clear and generally relevant checklist of their own roles and responsibilities in carrying out a practical activity in a uniformed protective service context.

**For pass standard**, learners will demonstrate that they can work competently as a team member and as a team leader by using a range of communication, leadership and teamwork skills in a practical uniformed protective service activity. They will produce a competent checklist which records their own roles and responsibilities in carrying out the practical activity in a uniformed protective service context. Learners will show basic application and contextualisation of skills and knowledge by linking the use of communication methods and effectiveness of communication methods to specific Uniformed Protective service contexts.

Learners will take on roles as a team member and a team leader within activities in a uniformed protective service context. As a team member in a uniformed protective service role, they will work competently within their role but look to the team leader for direction. As team leader in a uniformed protective service role, they will rely on others to carry out their role and respond to queries and problems when they arise.

### Learning aim C

In completing the assessment activities for this learning aim, learners will be expected to make connections between their leadership planning and their learning in:

*Unit 1: Citizenship and Diversity*, in relation to accessibility of service provision for users and the use of media by the uniformed protective service to communicate service provision and by giving specific examples of how to work within teams to overcome barriers.

*Unit 2: Behaviour and discipline in the Uniformed Protective Service*, in relation to requirements for behaviour and discipline in a uniformed protective service context. (Applicable to learners taking Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

*Unit 4: Physical Preparation, Health and Wellbeing* in relation to any physical or fitness requirements. (Applicable to learners taking Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

**For distinction standard**, learners will show that they can produce a comprehensive plan for leading a uniformed protective service activity and will consistently apply a range of planning and teamwork skills being aware of the barriers. They will evaluate the effectiveness of planning and the consequences of ineffective planning. Learners will show consistently relevant application and contextualisation of skills and knowledge by linking the use of communication methods and effectiveness of communication methods logically to specific Uniformed Protective service contexts to anticipate and overcome barriers to effective teamwork.

**For merit standard**, learners will produce a detailed plan for leading a uniformed protective service activity. They will analyse the significance of barriers to effective teamwork and communication and will apply a range of planning and teamwork skills. They will analyse the effectiveness of planning and the consequences of ineffective planning. Learners will apply and contextualise skills and knowledge by linking the use of communication methods logically to specific Uniformed Protective service contexts to anticipate and overcome barriers to effective teamwork.

**For pass standard**, learners will produce a realistic plan for leading a uniformed protective service activity. They will provide a realistic but limited explanation of how to overcome potential barriers to effective teamwork and communication when planning to lead a uniformed protective service activity. Learners will show some relevant contextualisation of skills and knowledge by linking the use of communication methods and effectiveness of communication methods to specific uniformed protective service contexts.

### Learning aim D

In completing the assessment activities for this learning aim, learners will be expected to make connections between their recommendations regarding adaptation of leadership and their learning in:

*Unit 1: Citizenship and Diversity*, in relation to the importance of diversity and equality when interacting with others in a uniformed protective service context. (Applicable to learners taking the Extended Certificate, Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

*Unit 2: Behaviour and Discipline in the Uniformed Protective Service*, in relation to discipline, behaviour and authority when leading others in a uniformed protective service context. (Applicable to learners taking the Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

*Unit 4: Physical Preparation, Health and Wellbeing*, in relation to the importance of health, wellbeing and specific fitness requirements for those working in teams in the uniformed protective service sector. (Applicable to learners taking the Foundation Diploma, Diploma or Extended in Uniformed Protective Service).

**For distinction standard**, learners will suggest recommendations based on factors influencing leadership and adaptations in leadership of team activities to meet changing contexts or scenarios. They will make effective use of evidence from selected activities to support their recommendations. Learners will demonstrate robust knowledge of the criteria used to assess effectiveness in leading a team and will make effective recommendations for adaptations and managing contingency plans to enable effective uniformed protective service leadership. They will give logical, effective recommendations regarding how leadership challenges could be overcome in different uniformed protective service contexts.

**For merit standard**, learners will make clear, generally valid justifications for adaptations to leadership of team activities to meet changing uniformed protective service contexts/scenarios. Learners will apply their knowledge of the criteria used to assess effectiveness in leading a team to make recommendations for adaptations and managing contingency plans for effective uniformed protective service leadership. They will make detailed use of evidence from selected activities to support their recommendations. Their review of the activities will be detailed and methodical. They will clearly explain how leadership challenges could be overcome in different uniformed protective service contexts.

**For pass standard,** learners will give a relevant but limited explanation of different factors that could impact upon the leadership of team activities in a uniformed protective service context and how to adapt leadership of team activities to changing factors in uniformed protective service contexts or scenarios. They will make some relevant references to evidence from selected activities to support their views. Their review will contain some references to the activities they participated in. They will make some relevant references to how leadership challenges could be overcome in different uniformed protective service contexts.

### Links to other units

This unit should be delivered towards the end of the programme. In order to complete the synoptic assessment tasks in this unit, learners should select and apply relevant knowledge and skills from other areas of their mandatory learning: the importance of diversity and equality when interacting with others in a uniformed protective service context from *Unit 1: Citizenship and Diversity*; discipline, behaviour and authority when working with others in a uniformed protective service context from in *Unit 2: Behaviour and Discipline in the Uniformed Protective Service* and teamwork and the use of personal skills in *Unit 4: Physical Preparation, Health and Wellbeing*.

This unit also links to:

- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Service
- Unit 11: Expedition Skills
- Unit 19: Professional Development in the Uniformed Protective Service.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

DRAFT

# Unit 6: Planning for and Responding to Emergency Incidents

Level: **3**

Unit type: **Internal**

Guided learning hours: **120**

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## Unit in brief

Learners actively plan and implement a response to an emergency incident, selecting and applying knowledge and skills that demonstrate their understanding of the associated requirements and impact of responses to emergency incidents in a wider uniformed protective service context.

## Unit introduction

It is essential that the emergency services and other supporting services are prepared for the wide range of possible emergency scenarios and that they have plans in place to respond quickly and appropriately. In order to plan for and participate in emergency incident simulations, you need to practise skills in order to apply them appropriately, drawing on your understanding of teamwork, leadership, communication, fitness, wellbeing and required processes in a uniformed protective service context.

In this unit, you will select and apply learning from across the qualification to prepare and adapt a plan in response to a given emergency incident, take part in an emergency incident simulation and review the wider impact. This builds on the tasks carried out in the following units and it is expected that you will select and apply learning from the content of these units: *Unit 1: Citizenship and Diversity*, *Unit 2: Behaviour and Discipline in the Uniformed Protective Service*, *Unit 3: Global Affairs, the Media and the Protective Services*, *Unit 4: Physical Preparation, Health and Wellbeing*, and *Unit 5: Leading Effective Teams in the Uniformed Protective Service*. The skills and knowledge that you will draw on from these units include diversity, equality, fitness, teamwork, leadership, communication and the wider impact of responses to emergency situations.

You will also investigate the guidelines followed by the emergency services for categorising incidents, the roles and responsibilities of those involved and how they work together to plan their response to incidents. Finally, you will examine the long- and short-term effects of an incident on the protective services, and the communities they serve.

This unit will support progression to employment or an Apprenticeship focused on on multi-agency partnerships in urban regeneration and crime prevention initiatives, or to a degree programme that is focused on one of the uniformed protective services such as policing, police and criminal justice studies or fire and rescue.

## Learning aims

In this unit you will:

- A** Examine different types of emergency incidents and the roles and responsibilities of the Uniformed Protective Service
- B** Plan a response to a potential emergency incident
- C** Implement a response plan, adapting it to the specific circumstances of a simulated emergency incident
- D** Investigate and review the wider impact of a response to an emergency incident.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine different types of emergency incidents and the roles and responsibilities of the Uniformed Protective Service	<b>A1</b> Categorising emergency incidents <b>A2</b> Types of responses to an emergency incident <b>A3</b> Roles and responsibilities of uniformed protective services in an emergency incident	Learners produce: A presentation of a planned table-top exercise that simulates a multi-agency response to an emergency incident, with a given role and responsibilities. Evidence within the presentation could include the instructions to the table top exercise and diagrams that demonstrate key actions in the simulated exercise.
<b>B</b> Plan a response to a potential emergency incident	<b>B1</b> Incident response planning and the agencies that may be required <b>B2</b> Factors to be considered when preparing an incident plan	
<b>C</b> Implement a response plan, adapting it to the specific circumstances of a simulated emergency incident	<b>C1</b> Benefits of a table-top exercise <b>C2</b> Implementing a response plan in light of new or changing circumstances	Learners independently select and apply learning from across the qualification to: Participate in a table top exercise that simulates an emergency incident, demonstrating skills in a designated role, supported by an evaluation of the effectiveness of the plan that was implemented. Evidence could include video recordings of incidents and/or witness and observation records.
<b>D</b> Investigate and review the wider impact of a response to an emergency incident	<b>D1</b> Impact on local community <b>D2</b> Impact on emergency services and wider protective services <b>D3</b> Minimising the impacts	Learners independently select and apply learning from across the qualification to: Make recommendations on how the protective services could minimise the impact of a selected emergency incident, evaluating the impact of the incident.

## Content

### Learning aim A: Examine different types of emergency incidents and the roles and responsibilities of the Uniformed Protective Service

#### A1 Categorising emergency incidents

Categorising of incidents varies across services and across the country but there are core principles that apply to all.

- Requirements for prioritising incidents
  - Civil Contingencies Act 2004 (a coherent framework for emergency planning and response)
  - National Call Handling Standards (Association of Chief Police Officers)
  - National Decision-Making (NDM) Model
  - THRIVE priority risk assessments
  - Call takers must use the THRIVE model to ensure incident has been prioritised correctly
    - Threat - threat of what? When and How?
    - Harm - to person, property, reputation?
    - Risk - consider reasonable potential risks
    - Investigation - what are the investigative opportunities?
    - Vulnerability - consider vulnerabilities of all persons involved, not just the victim(s).
    - Engagement - are they part of a hard- to- reach group?
- Factors affecting the prioritising of incidents:
  - threat to life, ongoing
  - threats/damage to property, ongoing
  - emergency response justified
  - response times/targets, factors affecting these.
- Types of small scale emergency incidents:
  - road traffic collisions
  - weapon- related serious crime
  - offender creating a disturbance
  - train/rail crash
  - building collapse
  - major road incident
  - gas explosion/fire
  - any other local emergency incident.
- Types of major (large scale) emergency incidents:
  - natural disasters, e.g. earthquakes, floods
  - hostile acts, e.g. terrorist bombings; chemical attacks
  - technological e.g. cyber-attacks on critical infrastructure
  - civil unrest, e.g. riots
  - health related, e.g. epidemic
  - human error, e.g. major transport incident with mass casualties; large scale industrial accidents: Chemical, Biological, Radiological and Nuclear materials (CBRN)/hazardous materials leak/spill
  - any other major emergency incident

## A2 Types of responses to emergency incidents

The approach adopted by the uniformed protective service will depend on the type of response needed.

- Types of response:
  - emergency
  - priority
  - standard/scheduled
  - non-attendance
- Approaches
  - single
  - multi-agency.
- Single approach
  - liaison at different levels of incident command to include gold, silver and bronze command functions
  - incident management:
    - determination of which service is in charge during the phases of the incident
    - avoidance of potential conflicts of service priorities
  - Incident command depends on the following factors:
    - severity of the incident, e.g. minor injuries through to fatalities, low-level disruption to severe disruption
    - stage of the incident
    - nature of the incident, e.g. natural/suspicious circumstance
    - whether firearms are involved
    - routine/non-routine.
- Multi-agency approach
  - Joint Emergency Services Interoperability Programme (JESIP)
  - METHANE communication model
    - Major incident declared?
    - Exact location
    - Type of incident
    - Hazards present or suspected
    - Access – routes that are safe to use
    - Number, type and severity of casualties
    - Emergency services present and/or required
  - Five joint working principles
    - co-locate
    - communicate
    - co-ordinate
    - jointly understand risk
    - shared situational awareness
  - Joint Decision Model (also known and used in policing as the National Decision Model)
    - central theme:
      - JESIP – working together – saving lives, reducing harm
      - police – code of ethics
    - five dimensions of the decision-making model:
      - gather information and intelligence
      - assess risks and develop a working strategy
      - consider powers, policies and procedures
      - identify options and contingencies
      - take action and review what happened.



**A3 Roles and responsibilities of uniformed protective service in an emergency incident**

- Role and responsibilities of call handlers when answering calls:
  - answering 999 calls as a priority
  - transferring to other departments
  - response times in which to answer calls
  - categorising the incident
  - information gathering and despatch of resources, dependent on seriousness
  - ongoing recording of information
  - contacting other services/agencies such as local council for highways, e.g. street lighting, scene securing, recovery of vehicles.
- Role and responsibilities of first officers on scene:
  - categories of responders to emergency incidents:
    - category 1 responders
    - category 2 responders
  - confirm arrival on site
  - contacting relevant emergency services if not yet already contacted e.g. paramedics
  - personal safety:
    - initial risk assessment
    - personal protective equipment (PPE)
  - safety and wellbeing of any individuals present
  - removal of potential threats to self and others
  - information gathering: Casualties, Hazard, Access, Location, Emergency, Type (CHALET).
  - determine an incident plan e.g. command and control
  - care for any injured individuals e.g. administer first aid to any victims if medical staff not present
  - ensure potential evidence is preserved e.g. entry and exit to emergency incident with safe route for emergency personnel
  - secure and protect the scene, focusing on the immediate area.
  - assess resource requirements, co-ordinate and deploy available resources as required at scene:
    - additional services/agencies
    - other specialised units, e.g. dog, traffic, criminal investigation department (CID)
    - air ambulance, ambulance to remove person to hospital.
  - Required behaviours
    - showing restraint in not becoming involved in rescue
    - resilience in the face of difficult circumstances
    - decisive, able to make decisions under pressure
    - able to follow orders
- Role and responsibilities of the different service personnel in an emergency incident:
  - Police
    - crowd control
      - use and management of cordons
      - hostility towards emergency services, e.g. people under influence of alcohol or drugs, heightened emotional state of friends and relatives of those involved
    - investigation:
      - interview of witnesses
      - taking of statements
      - preserving of evidence for forensic examination
    - police crime scene investigators:
      - preservation of evidence at the scene
      - collecting forensic evidence

- photographic evidence
- police accident investigation:
  - at serious, usually fatal or potentially fatal road collisions
  - reconstructions of events
  - points of impact
  - assessment of speeds
- Fire investigation officers
  - fatal fires, large fires, deliberate and suspicious or potentially dangerous fires or deliberately started fires
  - search and rescue
    - vulnerable missing persons, particularly in inclement weather
    - casualties from buildings, vehicles, machinery, extinguish fire, resolve chemical, biological, radiological, nuclear (CBRN) leaks:
    - specialist equipment carried by services or available at short notice for search and rescue for incidents such as road collisions, explosions, fire and water related, collapsed buildings, mountain rescue situations
- Other protective services with specialist rescue equipment:
  - Royal National Lifeboat Institution (RNLI)
  - British Transport Police for fatal rail incidents.
  - Health and Safety Executive (HSE) investigate serious injuries or fatalities in the workplace
  - third sector welfare units, e.g. Royal Voluntary Service (RVS), Salvation Army, Red Cross
- Accountability
  - Senior officers.
  - Local Authority.
  - Health and Safety Executive (HSE).
  - Independent Police Complaints Commission (IPCC).
  - Police and Crime Commissioners (PCCs).
  - General public.
- Accessing or providing support during and after an emergency incident
  - Support for call centre staff:
    - during and after incident.
  - Support given to staff at incident:
    - information about hazards or dangers
  - Support given to members of the public involved in an incident:
    - instructions of what to do
    - confirming someone is on their way and how long they may be.

## **Learning aim B: Plan a response to a potential emergency incident**

### **B1 Incident response planning and the agencies which may be required**

- Main considerations of the plan:
  - identify the risk
  - assessment
  - hazard prevention/minimisation
  - preparedness
  - response
  - service(s) required to respond to the incident
  - recovery.

- Types of plan:
  - generic
  - specific
  - multi-agency
  - single agency.
- Testing of the plan:
  - protective service organisations do not just rely on having a plan in place; they will need to test the effectiveness of the plan
  - multi-agency exercises, e.g. Exercise Treblerope
  - single-agency/organisation exercises.

## **B2 Factors to be considered when preparing an incident plan**

- Type and classification of the incident:
  - small-scale emergency
  - major (large-scale) emergency
- Risk/hazard identification:
  - risk assessment.
- Identification of resource requirement:
  - services required to attend.
- Individual agency objectives and responsibilities (first responders):
  - common objectives
  - individual agency specific objectives
    - police
    - fire and rescue
    - ambulance
  - service responsibilities to their own personnel
    - training
    - personal protective equipment (PPE)
    - resources
  - incident-specific responsibilities – the actions and priorities of each service/organisation with regard to the containment and control at the scene
    - command, structure and location
    - communications
    - cordon/perimeter locations
  - services/activities
  - inner cordon
    - forward control points (FCPs)
  - outer cordon
    - incident control point
    - survivor assembly point
    - casualty clearing station
    - ambulance loading point
    - body holding area
    - traffic diversion
    - rendezvous points (RVP)
    - vehicle marshalling area
    - equipment area
    - media liaison point.
- Additional service requirements (first (local authorities)/second responders/other organisations) at the incident:
  - role and responsibilities
    - local authorities
    - Highways England

- utilities
- voluntary organisations
- other organisations.
- Debrief of situation by all agencies:
  - reviews of response procedures
  - scene investigation
  - long-term social service
  - victim support and NHS aftercare of victims and relatives
  - criminal proceedings
  - inquest hearings
  - witness support
  - clear up of scene and/or environment
  - return to normality
  - evaluation with action planning for future.
- Scene investigation.
- Recovery phase:
  - identification of actions required to reinstate/repair/return the community to normality
  - recovery agents
    - organisations/services responsible for recovery and reinstatement, and their specific responsibilities.
- Communication logs are maintained throughout the incident alongside video/audio recordings.

### **Learning aim C: Implement a response plan, adapting it to the specific circumstances of a simulated emergency incident**

Teaching of content for this learning aim should provide opportunities for learners to draw on their learning from across the qualification.

#### **C1 Benefits of table-top exercises**

How emergency services benefit from using table-top exercises to simulate emergency incidents, and use outcomes to improve plans for responding to emergency incidents.

- Small commitment in terms of time, cost and resources.
- Effective method for reviewing plans, procedures and policies.
- Effective way to familiarise key personnel with their roles and responsibilities.
- Opportunity to build trust (team building).
- Stimulates thought processes.
- Helps focus the team within a specific situation.
- Helps identify any issues, challenges and/or assumptions.
- Helps identify the resources necessary to overcome any issues, challenges and/or assumptions.
- Helps identify means of overcoming any identified issues, challenges and/or assumptions.
- An opportunity for leaders to practice their crisis-management leadership skills.

**C2 Implementing a response plan in light of new or changing circumstances**

- Adaptive management in emergency response
  - real-time monitoring
  - contingency planning
  - self-autonomous learning
  - information flow planning.
- Decision making and auto-adapting in changing circumstances
  - An auto-adaptive procedure to counter emerging threats:
    - learns from new incoming information and information sharing
    - changes or reallocates resources and attention
    - reorders relationships with other people, e.g. colleagues, emergency services, protective services, and public
    - acts promptly to reduce the threat
    - follows the cycle again.

**Learning aim D: Investigate and review the wider impact of a response to an emergency incident**

Teaching of content for this learning aim should provide opportunities for learners to draw on their learning from across the qualification.

**D1 Impact on local community**

Incidents can have both a short-term and long-term impact on communities.

- Short-term impact:
  - local community
    - those immediately involved, victims, witnesses
    - access to services
    - road closures
    - financial impact on local council and services
    - disease
    - loss of power and utilities
    - community coming together to show strength in face of adversity, to support those involved and show a united front
  - wider community
    - fear of follow-up terrorist incidents
    - incidents on major roads or motorway network may cause delays
    - costs of closure of motorways.
- Long-term impact:
  - local community
    - house prices may fall
    - insurance costs may increase
    - local businesses may lose customers
    - less investment in area due to vulnerability of area to major incidents such as flooding and terrorism
  - wider community
    - public do not feel safe going into the area due to previous incidents, either for employment, leisure or residence
    - this leads to reduced income to the area
    - lack of confidence in the emergency services due to negative reporting in media and 24-hour news availability.

- Impact of continuous news feeds on TV, radio, websites and social media:
  - requires protective service personnel to be skilled in managing news media
  - keeps the incident in the public eye
  - distressing images cause public anxiety/desensitises individuals
  - maintains pressure to provide continuous information towards investigation.
- Impact on Business continuity:
  - in order to minimise impact, the protective services and business community need to work together in all stages of the incident, from the initial planning through to the recovery phase.

## **D2 Impact on emergency services and wider protective services**

- Short term:
  - stretching of resources, taking personnel from normal duties to deal with major incidents
  - contingency plans, including mutual aid from other areas to assist, especially specialist units
  - costs involved for extended tours of duty/additional shifts.
- Long term:
  - staff shortages due to illness such as post-traumatic stress disorder (PTSD)
  - austerity cuts in funding may mean they are unable to meet their own protective service objectives and government objectives

## **D3 Minimising the impacts**

- How the protective services can contribute to minimising the impact of emergency incidents.
- Improved planning to reduce/minimise the impact of similar incidents in the future.
- Use of technology to improve forecasting and preparedness.
- Increased funding could be made available by governments to prevent recurrences.
- Environmental improvements can be made to:
  - prevent/reduce impact of flooding
  - improve road safety at accident sites.
- Education to raise awareness/preparedness.
- Legal processes:
  - coroners inquiries
  - public inquiries
  - civil/criminal proceedings.
- New legislation could be introduced.
- New policies and procedures.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine different types of emergency incidents and the roles and responsibilities of the Uniformed Protective Service</b>		<b>AB.D1</b> Plan a comprehensive response to a simulated emergency incident, including own role, responsibility, and procedures that need to be followed for this type of incident.
<b>A.P1</b> Explain the categorising and different types of responses to emergency incidents.  <b>A.P2</b> Explain the role and responsibilities of the different personnel involved in an emergency incident.	<b>A.M1</b> Analyse the single and multi-agency approaches used for different types of emergency incidents.	
<b>Learning aim B: Plan a response to a potential emergency incident</b>		
<b>B.P3</b> Explain the procedures that need to be followed in responding to an emergency incident.  <b>B.P4</b> Plan a competent response to a simulated emergency incident, including own designated role and responsibility.	<b>B.M2</b> Plan a detailed response to a simulated emergency incident, including own designated role and responsibility, and the procedures that need to be followed.	
<b>Learning aim C: Implement a response plan, adapting it to the specific circumstances of a simulated emergency incident</b>		<b>C.D2</b> Proficiently demonstrate skills in a designated role, evaluating the effectiveness of the response plan, including the degree to which risks and contingencies were managed effectively.
<b>C.P5</b> Implement a planned response to a simulated emergency incident, competently demonstrating skills in a designated role  <b>C.P6</b> Review the effectiveness of the response plan for a simulated emergency incident, including the role of risks and contingencies.	<b>C.M3</b> Implement a planned response to a simulated emergency incident, proficiently demonstrating skills in a designated role.  <b>C.M4</b> Review the effectiveness of the response plan, justifying how risks and contingencies were managed.	
<b>Learning aim D: Investigate and review the wider impact of a response to an emergency incident</b>		<b>D.D3</b> Evaluate the impact of responses to emergency incidents on the protective services and communities, making recommendations for risk and impact reduction.
<b>D.P7</b> Explain the impact of responses to emergency incidents on the protective services and communities, using evidence from a selected incident.  <b>D.P8</b> Make recommendations on how the protective services could minimise the risk and impact of selected emergency incidents.	<b>D.M5</b> Analyse the impact of responses to emergency incidents on the protective services and communities, including ways to reduce the risk and impact of selected emergency incidents.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D2)

Learning aim: D (D.P7, D.P8, D.M5, D.D3)



## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

In completing the assessment activities for this unit, learners must have appropriate opportunities to independently select and apply knowledge and skills from their learning across the qualification.

### Learning aims A and B

**For distinction standard**, learners will give a detailed and accurate analysis of the guidelines used by the emergency services to categorise incidents, and the single and multi-agency approaches and procedures and the roles and responsibilities of first response staff towards service users. Learners will contribute fully to the plan in response to a major emergency incident. They will have a strong awareness of their own designated role, and the responsibilities to carry it out. Learners will give appropriate examples throughout, and they will discuss the actions of first personnel at the scene, including any specialist personnel or equipment required. They will analyse the use of the legal exemptions and the actions of first personnel on the scene, coming to conclusions about their effectiveness. Learners must plan for a multi-agency response to an emergency incident. The planned table-top exercise will be thorough, full of depth and detail. This will include consideration of the human and legal rights of service users and the potential infringements in any response. The plan must consider the possible impact of the service provided on its users and determine whether local communities need to be consulted during the preparation of the plan.

**For merit standard**, learners will give a clear analysis of the guidelines used by the emergency services to categorise incidents, and the differences in single and multi-agency approaches. They will give details on the actions and responsibilities of most of the roles involved in first response to emergency incidents such as the control room staff, first response staff, specialist personnel or volunteer agencies, and the procedures that need to be followed. Learners will contribute to the plan in response to an emergency incident, understanding their own role and some significant responsibilities to carry it out. The planned table-top exercise will be detailed. Learners will give some examples that will discuss the actions of first personnel at the scene, including any specialist personnel or equipment required. Learners will plan for a multi-agency response to a small-scale emergency incident. They will consider the rights of service users and the potential infringement this could cause in any response.

**For pass standard**, learners will give broad information on the emergency services category guidelines and the responsibilities of the control room staff and incident managers. They will give some further detail on some of the specialist personnel and equipment required. They will plan a competent, realistic single-agency response to an emergency incident. They will show appropriate understanding of their role and some of their responsibilities. The planned table-top exercise will demonstrate some relevant detail.

## Learning aim C

In order to achieve Learning aim C, learners will be expected to make connections between their demonstrating skills in a simulated emergency incident and their learning in: *Unit 2: Behaviour and Discipline in the Uniformed Protective Service* and *Unit 5: Leading Effective Teams in the Uniformed Protective Service*.

**For distinction standard**, learners will take part in a simulated major emergency incident, where they will efficiently implement key skills and support their colleagues in their given role. They will demonstrate key skills such as: being able work cooperatively with others, working independently, communicating essential information effectively, the ability to deal with confrontation, the ability to improvise in unexpected situations, being flexible and adaptable to solving problems, using time efficiently, being able to take care of users, self-reflective and accepting of constructive feedback, being able to follow instructions effectively, remaining calm and make effective decisions in difficult situations. Demonstrated qualities could include: having patience, being resilient, showing appropriate attention to detail, showing compassion, critical thinking; being assertive. Learners will justify the implementation of these key skills and qualities by reference to prior learning regarding discipline and professional behaviours in a uniformed protective service context. Learners also need to adapt their behaviour to the changing circumstances on the ground by managing risks and contingencies. This could be demonstrated by effectively identifying potentially new emerging risks, learning from new incoming information and sharing that information with others, changing or reallocating resources to counter the changing environment, reordering relationships with other people to implement contingency, and acting promptly to reduce the threat.

**For merit standard**, learners will take part in a simulated emergency incident, where they implement most key skills and support their colleagues in their given role. Some of the key skills could include: being able work cooperatively with others, working independently, communicating essential information effectively, the ability to deal with confrontation, the ability to improvise in unexpected situations, being flexible and adaptable to solving problems. Demonstrated qualities could include: having patience, being resilient, showing empathy and showing appropriate attention to detail. Learners will consider the effectiveness of these key skills explaining how risks and contingencies were managed, by reference to the importance of discipline, conformity and professional behaviour. Learners will adapt their behaviour to the changing circumstances on the ground by managing risks and contingencies. This could be demonstrated by identifying some potentially new emerging risks, learning from some new incoming information and sharing that information with others, and changing or reallocating resources to counter a changing environment.

**For pass standard**, learners will take part in a simulated emergency incident, where they competently implement some key skills and qualities. Some of these key skills could include: being able work cooperatively with others, working independently and communicating essential information effectively. Basic qualities could include: having patience, having attention to detail and showing empathy. Learners will make some appropriate reference to the role of these key skills and qualities, by referring to the importance of discipline, conformity and professional behaviour. Learners will adapt their behaviour to the changing circumstances on the ground by managing risks and contingencies with some competence. This could be demonstrated by identifying some potentially new emerging risks and adapting their behaviour to the changing circumstances on the ground.

## Learning aim D

In completing the assessment activities for this learning aim, learners will be able to independently select and apply knowledge and skills from their learning across the mandatory content. In order to achieve Learning aim D, they will be expected to make connections between their investigation of the impact of emergency incidents and their learning in:

*Unit 1: Citizenship and Diversity*, in relation to community cohesion, communities and impact of significant events.

*Unit 4: Behaviour and Discipline in the Uniformed Protective Service*, in relation to stress faced by public service personnel and behaviours associated with high tension situations.

Learners taking the Extended Diploma in Uniformed Protective Service will be able to make connections between their investigation of the impact of emergency incidents, the role of media coverage of emergency incidents and how the uniformed protective service use the media in relation to emergency incidents, drawn from in their learning in *Unit 3: Global Affairs, the Media and the Protective Services*.

**For distinction standard**, learners will be detailed and methodical when analysing the impact of responses to emergency incidents on communities and emergency services. They will draw on their learning from across the programme to discuss the wider impact of responses to emergency incidents on communities, uniformed protective service personnel and wider protective services, drawing evidence from a selected incident in order to make conclusions and making suggestions for how the negative impact could be reduced. These will include short and long-term impacts on communities. Short-term impact on communities could include effect on victims, witnesses, access to services, road closures, local council, loss of power and utilities, fear of follow-up incidents and crippling of local and regional transport links. Long-term impact could include impact on house prices, insurance costs, local businesses and investment in an area and public perceptions on safety and security. Learners will also consider impact on the cohesion of different communities and their meaningful interaction. Learners need to clearly detail how the protective services consider community sensitivities in their response to emergency incidents, and how the protective services work with active citizens to lessen the impact on the wider community. Learners should consider any relevant changes to government policy that could have an effect on the response to a major emergency incident. Learners will need to consider a range of ways to minimise the risk for the emergency incident reoccurring or lessen its impact. Finally, they need to examine the impact of any media portrayal of the protective services in relation to emergency incidents, how it affects their practice, and what they can do to mitigate the impact.

**For merit standard**, learners will give detailed reasons for how responses to emergency incidents impact the local and wider community. They will also consider the impact of such responses on the protective services and the staff involved. They will demonstrate that they have drawn on their learning from across the programme to consider the impact of responses to emergency incidents on communities, uniformed protective service personnel and wider protective services, drawing evidence from a selected incident and making some outline suggestions for improvement. Learners will also include short and long-term impacts on communities. Short-term impact on communities could include effect on victims, witnesses, access to services, road closures, local council and loss of power and utilities. Long-term impact on communities could include effect on house prices, insurance costs, local businesses, investment in an area and public perceptions of safety. Learners will include mainly relevant consideration of the impact of a response to an emergency incident on the cohesion of different communities and their meaningful interaction, and how the protective services work with active citizens to lessen the impact on the wider community.

**For pass standard**, learners will give broad but realistic examples of how responses to emergency incidents impact communities and the effects on the protective services themselves. They will demonstrate that they have drawn from some relevant learning from across the programme when considering the impact of responses to emergency incidents on communities, uniformed protective service personnel and wider protective services. Learners will draw appropriately on evidence from a selected incident to provide generally valid evidence for their views. Learners will show limited but realistic understanding of short and long-term impacts on communities. Short-term impact on communities could include effect on access to services, road closures, local councils and loss of power and utilities. Long-term impact on communities could include effect on house prices, insurance costs, local businesses and public perceptions of safety. Learners will give consideration to some aspects of the impact of the response to an emergency incident on the cohesion of different communities and their meaningful interaction.

### Links to other units

This unit should be delivered towards the end of the programme. In order to complete the synoptic assessment tasks in this unit, learners should select and apply relevant knowledge and skills from other areas of their mandatory learning: community cohesion and impact of significant events from *Unit 1: Citizenship and Diversity*; stress faced by public service personnel and behaviours associated with high tension situations from *Unit 2: Behaviour and Discipline in the Uniformed Protective Service*; media coverage of emergency incidents and Uniformed Protective Service use of media from, *Unit 3: Global Affairs, the Media and the Protective Services*, relevant fitness and wellbeing factors from *Unit 4: Physical Preparation, Health and Wellbeing* and teamwork, communication and leadership skills from *Unit 5: Leading Effective Teams in the Uniformed Protective Service*.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 7: Custodial Care

Level: **3**

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will study the security measures employed within a custodial environment, how control is maintained and how offenders are supported both in custody and on release.

## Unit introduction

In this unit, you will gain an insight into the inner workings of the custodial environment.

You will explore the strategies employed by the prison service to ensure they maintain their purpose of *'keeping those sentenced to prison in custody, help them lead law-abiding and useful lives, both while they are in prison and after they are released'*.

This including looking at the security measures employed in prison designed *'keep those sentenced to prison in custody'* as well as how control is maintained including searching techniques for both individuals and cells to ensure both staff and prisoners are safe. You will then look at the support available to offenders both in and out of custody to *'help them lead law-abiding and useful lives, both while they are in prison and after they are released'*.

This unit will support your progression to employment or an Apprenticeship that focuses on prisons, penology and youth justice. The unit will also help you to make an informed choice as to whether you want to specialise in the custodial care aspect of public service employment for example, in the prison or probation services as well as other offender management agencies. It is also particularly relevant if you wish to progress onto Higher Education courses in Public Services that have been developed alongside Her Majesty's Prison Service.

## Learning aims

In this unit you will:

- A** Examine the security measures employed in the custodial environment
- B** Investigate how control is maintained in the custodial environment
- C** Explore the receiving and discharging procedures for individuals and their property
- D** Understand how offenders are managed and supported in custody and on release

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the security measures employed in the custodial environment	<b>A1</b> Physical security <b>A2 Dynamic/relational Security</b> <b>A3</b> Procedural security	Employee guide on the security measures and maintenance of control in a custodial environment in the form of a detailed leaflet
<b>B</b> Investigate how control is maintained in the custodial environment	<b>B1</b> Factors that may influence a range of search methods <b>B2</b> Control measures	
<b>C</b> Explore the receiving and discharging procedures for individuals and their property	<b>C1</b> Receiving individuals <b>C2</b> Discharging individuals	Presentation with supporting notes on the receiving and discharge of individuals and the management of offenders along with the measures in place to support their rehabilitation and resettlement on release
<b>D</b> Understand how offenders are managed and supported in custody and on release	<b>D1</b> Relationships <b>D2</b> Environment <b>D3</b> Dealing with offender management <b>D4</b> Preparation for resettlement	

## Content

### Learning aim A: Examine the security measures employed in the custodial environment

#### A1 Physical security

An overview of the types of physical security and the importance of physical security in the custodial environment.

- Locks
- Cells
- Alarms
- Fences
- Gates
- Security of surrounding area eg patrolling, routine and non-routine checks of security, areas, search equipment, definition of search area

#### A2 Dynamic/relational security

An overview of the types of dynamic security and the importance of dynamic security in the custodial environment.

- Role of the Prison Officer in supporting dynamic security e.g. normal activities, domestic visits, official visits
- Intelligence systems e.g. collection of and analysis of data
- Relationship between staff and offenders
- Relational security explorer – See, Think, Act?

#### A3 Procedural Security

An overview of the types of procedural security and the importance of procedural security in the custodial environment.

- Identifying possible risks and ways to deal with them
- Dealing with and isolating physical risks
- Completion of associated paperwork
- Prison Service Instructions (PSIs) and Prison Service Orders (PSOs)
- Categorisation of custodial environments by the risk of the housed offenders
- The different security measures employed in each.
  - high security (Category A)
  - category B
  - category C
  - open prisons (Category D)
  - female establishments
  - young offenders
  - secure training centres (under 18s)

### Learning aim B: Investigate how control is maintained in the custodial environment

#### B1 Factors that may influence a range of search methods

- An overview of the factors and scope to consider when conducting security searches.
  - The purpose of security searches
    - find unauthorized and prohibited items
    - protect people, their property and premises
    - deter illegal activity

- scope of searches
  - people and their possessions
  - vehicles
  - venues
- Importance of correct and thorough searches within the custodial environment.
  - Prison contraband (what is and is not allowed in prison)
  - Respecting individuals and their property
  - Rubdown searches – procedures, use, limitations
- Electronic wand – procedures, use, limitations
- Searching of people within the custodial environment eg prisoners, visitors, staff, official visitors
- Conducting searches on individuals eg cooperative, uncooperative, children
- Cell searches for prohibited items eg ICT, phones, alcohol, drugs

## **B2 Control measures**

An overview of the strategies used within the custodial environment to maintain control

- Responding to prison rules
  - use of verbal cautions
  - use of report writing
  - adjudications and punishment
- Incentives schemes designed to maintain control
  - incentives and earned privileges scheme (IEPs)
  - entry/basic/standard/enhanced privilege levels
- Assessing the need for control and restraint
- Physical restraint
- Appropriate technique for the situation
- Segregation

## **Learning aim C: Explore the receiving and discharging procedures for individuals and their property**

### **C1 Receiving individuals**

An overview of the processes employed within the custodial environment when individuals are received into custody.

- recording of essential information on first reception
- searching and security requirements
- reception procedures for moving individuals into custody eg listing of property, health checks– physical, mental and substance misuse needs, reception interviews, induction into prison,
- Property storage

### **C2 Discharging individuals**

An overview of the procedures employed within the custodial environment when individuals are discharged from custody.

- identification of individuals security needs
- reasons for and terms of an individual's release
- pre-release conditions e.g. paying of fines, completion of documentation and records
- Property release



## **Learning aim D: Understand how offenders are managed and supported in custody and on release**

### **D1 Relationships**

An overview of the importance of building and maintaining positive relationships between individuals and others within set boundaries.

- relationships with those outside the custodial environment e.g. promoting family ties and relationship with friends, with probation
- relationships with those inside the custodial environment
  - staff
  - volunteers
  - other prisoners
  - prevention of radicalisation

### **D2 Environment**

An overview of the provision of support to meet individuals needs within the custodial environment.

- Individual needs e.g. anxiety, lack of communication with others, youth requirements, women, transgender, risk of self-harm or violence, recognising signs of substance abuse
- personal officers
- support for literacy e.g. 'Toe by Toe' project
- role of chaplaincy
- role of Independent Monitoring Board (IMB)
- support from other prisoners e.g. listeners such as through the buddy systems
- Mental health teams e.g. support for anxiety, problems communicating

### **D3 Dealing with offender management**

An overview of current practices in place to deal with offender behaviour.

- Prisoner National Offender Management Information Systems (PNOMIS)
- The role of the Offender Supervisor
- acknowledgement of offender behaviour and its impacts
- assessment of individual behaviour
- assessment of associated risks
- contributing factors
  - physical
  - social
  - psychological
  - emotional
- triggers to and patterns of offender behaviour
- planning provision to address offender behaviour
- changing behaviour positively
  - obstacles to change
  - ownership and responsibility for decisions
- Health and Safety procedures to prevent risk of harm to self, colleagues and offenders
- impact of crime on victims and their need for protection
- current offender behaviour programmes

#### **D4 Preparation for resettlement**

An overview of the types of support available for individuals prepared for resettlement following discharge from custody.

- the importance of preparation both inside and outside the custodial environment
- support e.g. with drugs and alcohol misuse, how to deal with financial exclusion, support with finding temporary accommodation to avoid homelessness, support with managing chaotic lifestyles, support with how to deal with separation from children and families
- implications of security for individual on licence or home detention curfews
- licencing requirements
  - confirming understanding
  - consequence of breaches
- importance of monitoring progress of individuals by Offender Manager
- maintaining documents and records by Probation service

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the security measures employed in the custodial environment</b>		<b>A.D1</b> Evaluate the effectiveness of security measures within a custodial care environment and how it supports a secure environment for offenders and staff.
<b>A.P1</b> Describe how physical, dynamic and procedural security measures are used in a custodial environment	<b>A.M1</b> Analyse the use of physical, dynamic and procedural security measures in a custodial environment	
<b>Learning aim B: Investigate how control is maintained in the custodial environment</b>		<b>B.D2</b> Justify the importance of search methods and control measures within a custodial care environment and how it supports a secure environment for offenders and staff.
<b>B.P2</b> Describe the types and methods of searching conducted by staff in a custodial environment <b>B.P3</b> Discuss control measures in place in a custodial environment	<b>B.M2</b> Analyse the use of searching, control measures to address offender behavior and maintain control	
<b>Learning aim C: Explore the receiving and discharging procedures for individuals and their property</b>		<b>CD.D3</b> Evaluate how offenders are managed and supported, coming into the custodial environment, in custody and on release.
<b>C.P4</b> Explain the process of receiving and discharging individuals and their property into and from the custodial environment	<b>C.M3</b> Assess the process of receiving and discharging individuals and their property into and from the custodial environment	
<b>Learning aim D: Understand how offenders are managed and supported in custody and on release</b>		
<b>D.P5</b> Explain how offenders are managed in custody <b>D.P6</b> Explain how offenders are prepared for rehabilitation and release	<b>D.M4</b> Analyse how offenders are managed and supported in custody and on release	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of 2 summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

Learners will investigate the security measures, search methods and control measures available to prisons to protect staff, offenders and others.

**For distinction standard**, learners will evaluate the effectiveness of security and control and how security measures, methods of searching and control measures promote a secure environment for offenders. Learners will provide a clear and detailed evaluation of the different security measures, search methods and control measures in place with consideration given to benefits and draw backs. They will justify their judgements and conclusions with supported examples.

**For merit standard**, learners will analyse the range of security measures used in the custodial environments in order to interpret and study the interrelationships between how the different measures and methods are applied in the custodial environment. Learners will be able to show how the individual component parts of how the security and control measures put in place contribute to maintaining a safe environment for those in custody, employees and visitors to the custodial environment.

**For pass standard**, the learner will give a clear, objective account in their own words showing recall and, in how the security measures are applied. Learners will identify relevant features and information about the different measures.

Learners will describe the different types of methods for searching by giving a clear, objective account in their own words showing recall and how they are applied selecting relevant features of each method.

Learners will consider in their discussion of the different control measures in place in the custodial environment the different aspects of each control measure and the extent to which each are important.

#### Learning aims C and D

Learners will investigate the support provided to offenders during custody and the way they are managed including the receiving and discharging of offenders.

**For distinction standard**, learners will draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses of the different ways offenders are managed at each stage coming into the environment, while in the environment and being discharged. Learners will be able to show the impact of the way offenders are managed in the setting and how it contributes to preparation for release. Learners will also be able to draw conclusions, with supported judgement on the effectiveness of the support provided and the way offenders are managed and recommend alternative strategies for offender management.

**For merit standard**, learners will present a careful consideration of the most important and relevant steps for processing individuals and their property when they received and discharged from the custodial environment and make a judgement on the relevance of the processes.

In their analysis, learners will present the outcome of methodical and detailed examination of the different ways offenders are managed and supported in the custodial environment to determine how well the offered support and programs meet the needs of both the offenders in custody and prepare them for release, and the community.

**For pass standard,** learners will show clear details and give reasons for the processes used by staff to receive and discharge offenders and their property, how offenders are managed whilst in the custodial environment. The learner will show that they comprehend the suitability of the different processes and the way offenders are managed. Learners will be able to support their explanations with examples.

### Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Service
- Unit 13: Principles of Managing Security Threats
- Unit 14: Police Powers and the Law
- Unit 17: Criminal Investigation Procedures and Practice.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

## Unit 8: Sociological Perspectives

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study the application of sociological approaches and explore how these perspectives impact on the policy decisions that inform the work of the uniformed protective service.

### Unit introduction

Sociology will lead you to question many of the attitudes you hold and the assumptions you make about society, behaviour, relationships and the structure of social institutions which, in general, are part of the protective services.

In this unit, you will gain an understanding of the different sociological perspectives and concepts put forward by the principal theories and schools of thought, such as functionalism and interactionist and post-modern theories, and consider how these are reflected in our behaviours, relationships, values and social structures. You will investigate how sociologists conduct their research, looking at different schools of thought, and then at how the findings of this research are interpreted politically before being applied to the development of social policy in relation to the uniformed protective service.

This unit will help you build on your level 3 learning to progress to employment or apprenticeships that focus on social sciences, inequality and social exclusion, and political ideologies. It will also be particularly relevant if you wish to progress onto higher education programmes with strong links to Uniformed Protective Service professions such as Policing, Policing and Investigation and Sociology and Criminology.

### Learning aims

In this unit you will:

- A** Investigate the theories that form the basis of sociology as a science
- B** Examine the research methods used by sociologists to arrive at their findings
- C** Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective service.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the theories that form the basis of sociology as a science	<b>A1</b> The major themes emerging from the study of sociology <b>A2</b> Social structures <b>A3</b> Sociological theories and theorists	A display or leaflet identifying and analysing the key concepts of sociology with a leaflet to support the display.
<b>B</b> Examine the research methods used by sociologists to arrive at their findings	<b>B1</b> Positivist research methods <b>B2</b> Interpretivist research methods <b>B3</b> Sampling	A research project that includes investigating and identifying the application of the results of sociological research methods in the development of policies impacting on the uniformed protective service.
<b>C</b> Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective service	<b>C1</b> Sociological perspectives on social policy <b>C2</b> The influence of sociology on policy <b>C3</b> How social policy shapes the uniformed protective service	A case study on how social policy has influenced the response of a particular uniformed protective service.



## Content

### Learning aim A: Investigate the theories that form the basis of sociology as a science

#### A1 The major themes emerging from the study of sociology

- Concept of society:
  - patterns of behaviour
  - forming relationships.
- Impact of groups on social behaviour:
  - values, rewards, sanctions and deviance.
- Meaning and importance of objectivity in research and analysis.
- Meaning and importance of systematic approach.

#### A2 Social structures

Purpose and evolution as well as the impact they have on behaviours and relationships.

- Culture.
- Religion or belief systems.
- Education.
- Family networks.
- Conformity – norms and how behaviours match or deviate from those norms.

#### A3 Sociological theories and theorists

- Functionalism/consensus theory.
- Conflict theories:
  - Marxism
  - feminism.
- Interactionist/social action theory
- Postmodernist theories:
  - Jacques Derrida
  - Jean Baudrillard
  - Frederic Jameson
  - Douglas Kellner.

### Learning aim B: Examine the research methods used by sociologists to arrive at their findings

#### B1 Positivist research methods

- Primary research:
  - experiments
  - structured interviews
  - questionnaires.
- Secondary data/official statistics.

#### B2 Interpretivist research methods

- Observations.
- Field experiments.
- Unstructured interviews.
- Personal documents.

#### B3 Sampling

- Random methods.
- Non-random methods.

## **Learning aim C: Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective service**

### **C1 Sociological perspectives on social policy**

- The perspectives of the theories and theorists of the nature of the state and the policy it produces:
  - positivists – sociology as a science. Its purpose to inform government, value freedom
  - realists – social policy recommendations, particularly in the area of crime and deviance
  - Marxism – policy used to prop up capitalism
  - feminists – particularly education policy
  - New Right – particularly welfare policy
  - post-modernists – is sociology able to be sufficiently objective to influence policy?

### **C2 The influence of sociology on policy**

- Examples of sociological research impacting on policy, e.g. the Crime Survey, the census:
  - Giddens' Third Way and New Labour.
- Other factors influencing policy:
  - pressure groups
  - cost
  - electoral popularity
  - welfare state
  - transport
  - social services
  - social policy refers to guidelines principles and legislation
  - demographics, environmental and economic factors
  - vulnerable groups, policies to control drugs and crime.

### **C3 How social policy shapes the uniformed protective service**

All protective services need to be aware of social policy when developing working practices and ensure they respond in a fair and inclusive way to society. There can be an increase in the workload of the protective services when dealing with vulnerable groups.

- Drug taking leading to social issues.
- Increase in crime rates.
- Cost and resource implications.
- Working relationships with other agencies.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the theories that form the basis of sociology as a science</b>		<b>A.D1</b> Evaluate the key theories and their interpretation of models of society and behaviour, and how they impact on the uniformed protective service.
<b>A.P1</b> Explain the major themes that emerge from the study of sociology. <b>A.P2</b> Explain what is meant by society by using the key social structures. <b>A.P3</b> Outline the key theories that underpin the study of sociology.	<b>A.M1</b> Analyse the impact of social structures and behaviour on the uniformed protective service.	
<b>Learning aim B: Examine the research methods used by sociologists to arrive at their findings</b>		<b>B.D2</b> Evaluate the different research methods used by sociologists.  <b>C.D3</b> Justify the value of sociological theory and research, and the social policy factors that will impact on the uniformed protective service in the future.
<b>B.P4</b> Compare the different research methods used by sociologists.	<b>B.M2</b> Analyse how different research methods are appropriate from the sociological perspective.	
<b>Learning aim C: Explore the impact of sociological theory and research on the social policies that determine the work of the uniformed protective service</b>		
<b>C.P5</b> Explain how sociological theory and research can influence the protective services. <b>C.P6</b> Describe the key factors of social policy that can impact on the uniformed protective service.	<b>C.M3</b> Discuss, with the use of an example, a key factor of social policy that has determined the response from the uniformed protective service.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

It is recommended learners are provided with a case for Learning aim C.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will evaluate the relationship between the major themes in the study of sociology, social structures and the key theories of sociology. They will use technical language and come to reasoned conclusions about the perspectives of the key theorists on the relative value, importance and influence of the major themes and social structures. It is expected that this information will be included in a type of leaflet or display.

**For merit standard**, learners will use the exploration of the relationship between the themes, social structures and theorists to analyse their relevance to the protective services. They must correctly identify the links between theory and social practice, using appropriate language, making well-structured and reasoned connections and justifying these connections with the use of examples.

**For pass standard**, learners will explain themes of sociology, outlining how these link to the major theories. All four of the major theories must be included and, in conflict theories, both Marxism and feminism must be outlined. Learners may select any postmodernist theorist, but should include the key elements common to all postmodernists.

#### Learning aims B and C

Learners will need to be given a case study containing a particular example that is fully contextualised for Learning aim C so they can discuss how social policy has influenced and determined the response for a protective service. The case study will need to contain sufficient depth to allow for a justification of the value of the policy.

**For distinction standard**, learners will research the implementation of a key historical social policy and evaluate the research methods used by sociologists in the preparation and development of that policy. They will justify the impact of a social policy by considering the relationship between the policy, the protective services and the social structures and themes. They must use technical language and appropriately referenced data to make reasoned, evaluative judgements about the rationale, impact and efficacy of the policy.

**For merit standard**, learners will research the implementation of a key historical social policy and analyse the different research methods available to sociologists in the preparation and development of that policy, justifying their selection in terms of appropriateness. They must refer to an example and data to assess the impact of the research, theories and perspectives on the development of this policy.

**For pass standard**, learners will research the implementation of a key historical social policy and compare the different research methods available to sociologists in the preparation and development of that policy. They will discuss how the different theories perceive state control, identifying the perspective and other key factors most closely linked to this policy development.

## Links to other units

This unit links to:

- Unit 2: Behaviour and Discipline in the Uniformed Protective Service
- Unit 12: Introduction to Criminology
- Unit 15: Research Skills in the Uniformed Protective Service.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

## Unit 9: Skills for Outdoor Activities and the Uniformed Protective Service

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners will study and develop the underpinning skills and knowledge relevant to best practice and managing risk when participating in outdoor and adventurous activities.

### Unit introduction

Outdoor adventure is a broad field that has numerous benefits, including physical, social and psychological benefits, for those who participate in and engage with it.

This unit gives you the opportunity to participate in outdoor activities. You will be able to develop skills in specific activities and review your performance against group and personal expectations. You will develop your understanding of the skills needed to participate in adventurous activities. You will focus on the concept of good practice in the outdoors, while recognising that it is essential to have a knowledge and understanding of environment the activities will take place in. You will study a selection of activities in depth, focusing on developing your practical skills and techniques, which are essential for safe, efficient and independent participation.

This unit will allow you to develop your level of physical ability in the outdoors. The skills developed provide a good foundation to progress to a range of employment opportunities and Apprenticeships in the outdoor sector. Entry into employment in the Protective Services is dependent upon applicants meeting physical fitness requirements. Learners wishing to progress from higher education onto the Officer selection process in the armed services are strongly encouraged to participate in adventurous training to develop fitness, resilience and leadership skills to strengthen their application. The transferable skills developed in this unit will also support progression to employment in the uniformed protective service sector where there is a key focus on outdoor adventurous activity in the role.

### Learning aims

In this unit you will:

- A** Examine the requirements and personal skills needed for participation in outdoor and adventurous activities
- B** Develop skills and techniques and apply safety requirements for participation in outdoor and adventurous activities
- C** Reflect on own practical performance in selected outdoor and adventurous activities and how this will support your future career.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the requirements and personal skills needed for participation in outdoor and adventurous activities	<b>A1</b> Activities in the outdoor sector <b>A2</b> Activity requirements <b>A3</b> Personal skills required to take part in outdoor activities	A practical demonstration of the personal skills and techniques, and safety requirements for participation in two different outdoor adventurous activities. A personal log of participation in the selected activities.
<b>B</b> Develop skills and techniques and apply safety requirements for participation in outdoor and adventurous activities	<b>B1</b> Safety requirements for participation in outdoor activities <b>B2</b> Safe and appropriate participation in outdoor and adventurous activities	
<b>C</b> Reflect on own practical performance in selected outdoor and adventurous activities and how this will support your future career	<b>C1</b> Reviewing the personal skills and techniques learned through participation in outdoor and adventurous activities <b>C2</b> Developments to improve personal skills and techniques in outdoor and adventurous activities <b>C3</b> The importance of outdoor and adventurous activities for a career in the uniformed protective service.	A written review/report, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to improve participation in outdoor and adventurous activities. The review/report will also look at how they are relevant to a career in the protective services.



## Content

### Learning aim A: Examine the requirements and personal skills needed for participation in outdoor and adventurous activities

#### A1 Activities in the outdoor sector

Understand how outdoor and adventurous activities (OAAs) can be carried out in a range of environments, require specialist equipment and have similar characteristics that allow them to be grouped together.

- Land-based activities, including rock climbing, orienteering, mountaineering, mountain biking, caving, gorge walking, skiing, mountain walking.
- Water-based activities, including sailing, kayaking, paddle boarding, windsurfing, scuba diving, surfing, white water rafting and canoeing.
- Air-based activities, including hang gliding, paragliding, flying, parachuting.
- Alternative activities, including coasteering, high ropes, geo caching.

#### A2 Activity requirements

Understand the requirements needed for participation in specific land-based, water-based, air-based and alternative OAAs.

- Environment: natural environment, controlled environment or man-made facilities.
- Equipment: maps; ropes; belaying equipment; craft, e.g. plane, boat, canoe; safety/protective equipment, e.g. torches; water and refreshments.
- Clothing: breathable layers, wetsuits, helmets, suitable footwear.
- Technology: GPS, satellite phones/communication devices.
- Qualified instructors.

#### A3 Personal skills required to take part in outdoor activities

These are the personal skills required in specific OAAs for effective participation.

- Demonstrate soft skills:
  - communication, decision making, patience, motivation, determination, adaptability, problem solving, cooperation, teamwork, leadership skills, time-management skills.
- Demonstrate physical skills:
  - endurance, agility, power, balance, strength, coordination, physical fitness, appropriate skills for selected protective service.

### Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor and adventurous activities

#### B1 Safety requirements for participation in outdoor activities

- Knowledge of procedures:
  - internal and external
  - governing bodies where relevant, e.g. British Canoeing
  - legislation
  - risk assessment.
- Competency with equipment:
  - technical skills required
  - safety.
- Understanding the environment:
  - weather forecast
  - navigation skills
  - optimal conditions
  - prevailing conditions.

- Understanding groups and associated issues:
  - age
  - gender
  - ability
  - behavioural issues
  - previous experience.
- Risk assessment for specific outdoor adventurous activities.
- Contingency planning for outdoor adventurous activities.
- Responding to emergencies:
  - first aiders, mountain rescue
  - remain in contact with emergency service providers
  - importance of updating information about your location.

## **B2 Safe and appropriate participation in outdoor and adventurous activities**

These are the skills and techniques required in specific OAAs for effective participation.

- Demonstrate activity-specific skills and techniques in land-based activities, e.g.:
  - climbing – abseiling, belaying, crimping, bridging
  - mountain biking – gear changing, breaking, negotiating obstacles
  - orienteering – compass work, judging distances, planning courses, map reading.
- Demonstrate activity-specific skills and techniques in water-based activities, e.g.:
  - sailing – launching, tacking, capsize recovery
  - kayaking – paddling, sweep stroke, bracing, bow rudder
  - wind-surfing – planning, directional control, fall recovery.
- Demonstrate activity-specific skills and techniques in air-based activities, e.g.:
  - hang gliding – launching, flaring, landing
  - flying – take off, using pitch, yaw, roll and thrust, landing.
- Demonstrate activity-specific skills and techniques in alternative activities, e.g.:
  - coasteering – swimming in open water, jumping, diving
  - geocaching – interpreting courses, using GPS, map reading.

## **Learning aim C: Reflect on own practical performance in selected outdoor and adventurous activities and how this will support your future career**

### **C1 Reviewing the personal skills and techniques learned through participation in outdoor and adventurous activities**

#### **Feedback:**

- from observers, peers, instructors/supervisors, teachers/assessors
- protective services personnel, instructors, recruiters
- recording, e.g. log, diary, photographs, videos.
- Review personal skills and techniques:
  - strengths
  - areas for improvement.

### **C2 Developments to improve personal skills and techniques in outdoor and adventurous activities**

Following a review, look at how you would use a personal development plan to improve personal skills and techniques.

- Activities to improve skills and techniques:
  - aims and objectives
  - short– and long-term goals
  - SMART (specific, measurable, achievable, realistic, timebound)
  - personal fitness levels.

- Opportunities to improve skills and techniques:
  - attending courses
  - qualifications
  - where to seek help and advice
  - volunteering opportunities.
- Potential obstacles:
  - time
  - money, location, distance/cost of travel
  - commitments, e.g. work, family, college/school
  - resources/equipment, e.g. human, financial
  - personal fitness, medical issues, physical and mental health restrictions.
- Requirements to improve skills and techniques:
  - personal attributes
  - national governing body awards and requirements (where relevant)
  - gain qualifications
  - gain evidence of good practice
  - job opportunities.

### **C3 The importance of outdoor and adventurous activities for a career in the uniformed protective service**

Following the review, consider how the skills demonstrated can assist you to prepare for a protective services career.

- Purpose and benefits of outdoor activities to protective service organisations:
  - development of team ethos
  - development of individual leadership qualities
  - ability of team members and individuals to follow instructions.
- Purpose and benefits of outdoor activities to protective service employees:
  - development of teamwork skills
  - development of own leadership qualities
  - individual resilience.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the requirements and personal skills needed for participation in outdoor and adventurous activities</b>		
<b>A.P1</b> Explain the activity requirements for participation in two different OAAs.  <b>A.P2</b> Discuss how participants use personal skills in two different OAAs.	<b>A.M1</b> Assess the specific activity requirements of two different OAAs.	
<b>Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor and adventurous activities</b>		<b>A.D1</b> Compare and evaluate the skills required for two different OAAs.  <b>B.D2</b> Demonstrate how to competently select and use personal skills, techniques and apply safety requirements for participation in two different OAAs.
<b>B.P3</b> Demonstrate the appropriate skills, techniques and safety requirements for participation in two different OAAs.  <b>B.P4</b> Participate in different outdoor activities, demonstrating relevant skills and techniques.	<b>B.M2</b> Demonstrate the independent use of appropriate skills, techniques and apply safety requirements for successful participation in two different OAAs.	
<b>Learning aim C: Reflect on own practical performance in selected outdoor and adventurous activities and how this will support your future career</b>		
<b>C.P5</b> Produce a personal development plan, based on a review of identified strengths and areas for improvement, for skills and techniques in two different OAAs.  <b>C.P6</b> Explain the importance of OAAs to a career in the uniformed protective service.	<b>C.M3</b> Analyse own personal participation to reflect strengths and areas for improvement in two different outdoor and adventurous activities.  <b>C.M4</b> Assess the benefits of participation in different outdoor activities, suggesting strategies for further development and how this will support a career in the uniformed protective service.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

Learners will need access to a minimum of two different outdoor adventurous activities. Ideally, this will be one water-based activity and one land-based activity but it is accepted that this is not always possible, so centres should ensure that there is as much differentiation between the types of activity as there can be.

### Essential information for assessment decisions

#### Learning aims A and B

Learners will take part in two different OAAs to demonstrate their skills, techniques and the application of safety requirements for the specific OAA.

**For distinction standard**, learners will demonstrate accurate technical competence, as well as appropriate compliance with the activity's requirements and safety regulations. They will select, apply and adapt the appropriate skills at the correct times and demonstrate the use of effective techniques. The response should highlight the use of appropriate skills, techniques and safety considerations.

**For merit standard**, learners will take part in two different OAAs, they will demonstrate accurate technical competence, as well as compliance with the safety regulations throughout, selecting and applying the appropriate core skills at the correct times and demonstrating the use of effective techniques. Evidence through identified assessment methods should highlight the use of appropriate skills, techniques and safety considerations.

**For pass standard**, learners will take part in two different OAAs. They will show how the experience gained enabled them to demonstrate, independently, the core skills and techniques of the OAA. They will show limited compliance with the activity requirements and safety considerations of the OAA.

#### Learning aim C

Learners will review their performance through a written report, reflecting on their strengths and areas for improvement using video analysis, assessor observation forms and other appropriate assessment methods.

**For distinction standard**, learners will make judgements on their own practical skills and techniques in two different OAAs and justify any personal improvements required. They will show a clear understanding of the requirements for the selected activities and justify their skills, clearly linking these to the specific activities. They will justify how the developed skills will support a career in the uniformed protective service.

**For merit standard**, learners will discuss specific situations from their practical experience, stating how and why specific skills need improving, how specific techniques were applied, and how decisions were made. From the areas of improvement identified, learners will form a plan to improve these points. Learners will analyse the strengths identified and give reasons as to why these were strengths. They will use the same format for analysing areas for improvement, justifying suggestions to improve their practical skills and techniques. They will link this to how it will support their selected career in the uniformed protective service. Opinions should be supported with evidence.

**For pass standard**, learners will take part in two different OAAs and use methods to review their practical skills and techniques. The review will include video analysis and observation records to assess their own performance for their selected OAAs. Learners must identify their strengths and areas for improvement. Learners will give a reason as to why the identified point is a strength or a weakness. Learners must also explain how participation in OAAs is important for a career in the uniformed protective service.

## Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 10: Expedition Skills.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

DRAFT



# Unit 10: Expedition Skills

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop the skills needed to plan, participate in and reflect on outdoor and adventurous expeditions.

## Unit introduction

Having the skills to undertake an expedition with friends or as an organised group will allow you to access some of the world's most challenging landscapes. Successful expeditions are undertaken around the world for a range of reasons, including personal challenge, fundraising for charity, education and scientific exploration in uncharted parts of the world. Many members of the uniformed protective service are involved with these expeditions. You will explore the reasons why people place themselves in some of the most physically challenging environments to achieve their goals.

In this unit, you will investigate past expeditions, learning the history behind the most acclaimed and successful individuals and teams. You will also study lesser-known expeditions which have changed the way modern expeditions are planned and undertaken. You will learn the skills needed to plan and undertake an expedition and will be given the opportunity to demonstrate these skills by planning, undertaking and reviewing your own expedition. This unit develops skills and improves the knowledge needed to lead a team on an expedition. Many of these skills are transferable to other tasks carried out in the uniformed protective service.

This unit will help you to develop the leadership and planning skills that will be required when participating in the practical modules of uniformed protective service sector related employment or Apprenticeships, such as Fire and Leadership and Policing. The skills learned will also be particularly useful if you wish to progress onto the Officer Selection process within the Armed Services upon completion of further training or qualifications.

## Learning aims

- A** Explore the development of different expeditions and their purposes
- B** Plan and undertake an expedition, considering all risks
- C** Review the planning and undertaking of your expedition.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the development of different expeditions and their purposes	<b>A1</b> Expedition types <b>A2</b> Purposes of expeditions <b>A3</b> Factors affecting the development of expeditions	A presentation on the different types of expedition and the factors associated with the development of a range of expeditions.
<b>B</b> Plan and undertake an expedition, considering all risks	<b>B1</b> Factors to consider when planning an expedition <b>B2</b> Skills and techniques needed for undertaking an expedition <b>B3</b> Factors to consider when planning an expedition	A portfolio of evidence, to include: <ul style="list-style-type: none"> <li>• details of the expedition</li> <li>• route card/ annotated map</li> <li>• risk assessment</li> <li>• factors considered when planning</li> <li>• written review of the expedition personal improvement plan.</li> </ul>
<b>C</b> Review the planning and undertaking of your expedition	<b>C1</b> Review of expedition planning and undertaking <b>C2</b> Development planning for future expeditions	

## Content

### Learning aim A: Explore the development of different expeditions and their purposes

#### A1 Expedition types

- Individual.
- Groups and teams.
- Corporate.
- Educational.
- Military and protective services e.g. uniformed services sponsored expeditions.
- Clubs, youth organisations and award programmes e.g. Scouts, Guides, Duke of Edinburgh's Award.

#### A2 Purpose of expeditions

All expeditions must have an aim and objectives to make them viable.

- Duration:
  - one-day
  - multi-day
  - extended duration.
- Form:
  - mountaineering
  - trekking (Kilimanjaro, Machu Picchu)
  - canoeing/kayaking (inland or coastal expeditions)
  - sailing (e.g. Clipper Round the World Race)
  - caving
  - pony trekking
  - cycling
  - multi-activity.
- Location:
  - regional
  - national
  - international.
- Aim and objectives:
  - military
  - science
  - exploration
  - personal development/team building
  - competition
  - informative/educational
  - commercial
  - entertainment.
- Funding:
  - self-funded
  - sponsorship
  - charity
  - grants.
- Equipment and technology.
- Personal equipment (clothing, equipment, footwear, GPS trackers):
  - communication devices (satellite phones, emergency position-indicating radio beacon (EPIRB) and global positioning (GPS) devices).

### A3 Factors affecting the development of expeditions

Understand how expeditions have become more accessible and how their type and purpose has changed as technology has advanced, and the impact of historical expeditions on today's 'modern' expeditions.

- Historical expeditions (Shackleton's polar exploration, Hillary and Everest, Amundsen and the Northwest Passage, Earhart flying over the Atlantic).
- New technologies enabling access to opportunities, travel and equipment.
- Charity and fundraising challenges (Everest base-camp trekking, Kilimanjaro climb, Vietnam to Cambodia cycle, Great Wall trekking).
- Importance to protective services (building teamwork, enabling leadership qualities to be developed and demonstrated, development of interpersonal skills and resilience).

### Learning aim B: Plan and undertake an expedition considering all risks

Understand that the expedition must have an aim and that everyone must be properly equipped for the expedition.

#### B1 Factors to consider when planning an expedition

- Appropriateness:
  - activity selection (trekking, climbing, mountaineering, canoeing, etc.)
  - location (local, national, international, forest, mountain, coastal, river, etc.)
  - age restrictions of any activities.
- Purpose of the expedition (aims and objectives):
  - relevance to the expedition and its chosen activities, location and age of participants.
- Permissions:
  - management, e.g. line manager/senior management at school/college or employer
  - local authority (related to the school/college)
  - parent/guardian
  - participant
  - landowner
  - appropriate authorising body (where relevant), e.g. charity expeditions.
- Logistics:
  - group size and staff ratios
  - transport
  - group equipment (stoves, ropes, safety equipment)
  - individual equipment (sleeping bags, boots).
- Accommodation:
  - different types of accommodation (bunk houses, youth hostels, hammocks, tents)
  - allocation for male/female
  - staff/instructor proximity.
- Food, nutrition and fluid requirements (dependent on the activity and expedition type and duration).
- Personal equipment:
  - types of rucksack
  - sleeping systems
  - clothing (base layer, warm clothing)
  - waterproof protection
  - footwear.
- Group equipment:
  - types of tent (base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment)
  - stoves, ropes, fuel.

- Finance:
  - budgets:
    - income/expenditure
    - major costs areas (food, transport, fuel, camping/accommodation fees)
    - insurance
    - planning for emergencies
    - maintaining records.

## **B2 Skills and techniques needed for undertaking an expedition**

Completion of the required training and practice expeditions before attempting own expedition. You and your team must plan and organise your expedition and there must be three to eight people in your team.

- Navigation skills and techniques:
  - orientation of map
  - map care and folding
  - direction finding
  - grid references
  - scale and distance
  - handrail features
  - use of key
  - compass skills
  - preparing and using route cards
  - calculating time and distance.
- Camp craft techniques:
  - maintaining a dry tent
  - waste disposal and recycling
  - personal hygiene
  - packing equipment
  - using and storing equipment
  - erecting and striking tents
  - selecting campsites and finding shelter in an emergency.
- Travelling skills:
  - pacing
  - energy conservation
  - avoiding hazards.
- Weather-related skills:
  - understanding weather forecasts
  - predicting changing conditions
  - assessing conditions.
- Advanced techniques:
  - calculating distance travelled through time
  - route selection with emergency options (appropriate to the weather, other circumstances)
  - camping comfortably in difficult weather
  - identifying position by methods of relocation, navigation in poor visibility
  - navigation with confidence and accuracy.

**B3 Factors to consider when planning an expedition**

- Health and safety:
  - medical forms
  - next of kin
  - reason for accurate contact details
  - chain of command
  - cascade information.
- Risk assessment:
  - completing a risk assessment pro forma (information to include and who is responsible for completion)
  - contingency planning.
- First aid:
  - first-aid equipment
  - basic first-aid knowledge
  - allocated first aider
  - information for reporting emergency incidents.
- Weather check:
  - use of websites and other sources (the Met Office, Mountain Weather Information Service).
- Fitness:
  - personal (individual's ability to complete the activities and expedition type and duration)
  - team (ability of the whole team to complete the activities within the expedition).

**Learning aim C: Review the planning and undertaking of your expedition**

The aim of the review is to learn from any mistakes made when planning the expedition and to address any areas identified by the learner's peers to lessen the chance of these mistakes being repeated in planning future expeditions.

**C1 Review of expedition planning and undertaking**

- Feedback (from teachers, instructors, observers, peers).
- Personal strengths (planning and undertaking – skills and techniques).
- Personal areas for improvement (both in general and in relation to preparation for a protective service career).
- Use of soft skills (communication, leadership, making).
- Appropriateness of expedition (suitability of area, choice of expedition, matching of expedition to participants).
- Health and safety issues.

**C2 Development planning for future expeditions**

- Skills and qualities that require more practice.
- Aims, targets, goals and milestones.
- SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Potential obstacles to development.
- Resources (human, physical, financial).

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the development of different expeditions and their purposes</b>		<b>A.D1</b> Evaluate the different types of expedition, the factors associated with the development of a range of expeditions and the importance of expeditions to the uniformed protective service.
<b>A.P1</b> Discuss, using examples, the development and purposes of different expeditions.  <b>A.P2</b> Explain the factors which contribute to the development of expeditions.	<b>A.M1</b> Assess the factors that contributed to the development of a range of expeditions and the importance of expeditions to the uniformed protective service.	
<b>Learning aim B: Plan and undertake an expedition, considering all risks</b>		<b>C.D2</b> Produce a comprehensive plan and risk assessment for an expedition and competently demonstrate the skills and techniques needed for a successful expedition.
<b>B.P3</b> Produce an accurate plan and risk assessment for an expedition.  <b>B.P4</b> Undertake the expedition, demonstrating appropriate skills and techniques throughout.	<b>B.M2</b> Produce a detailed plan and risk assessment for an expedition and demonstrate advanced technical skills used in expeditions.	
<b>Learning aim C: Review the planning and undertaking of your expedition</b>		<b>BC.D3</b> Justify personal strengths and areas for improvement needed for future expeditions.
<b>C.P5</b> Review and reflect on the planning and undertaking of an expedition.  <b>C.P6</b> Produce a personal development plan based on identified strengths and areas for improvement.	<b>C.M3</b> Analyse own performance to reflect strengths and areas for improvement identified in the development plan.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)



## Further information for teachers and assessors

### Resource Requirements

**Learners will need the opportunity to participate in an expedition.**

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will produce a presentation that includes an evaluation of the different types of expedition and the factors associated with the development of a range of expeditions. Learners will consider the advantages and disadvantages of different types of expedition and the factors which have led to their development, or otherwise. They will draw conclusions that are supported by examples, justifying how the development of expeditions has resulted in today's modern expeditions. They will highlight why expeditions are important to the protective services. They will articulate their arguments coherently throughout using appropriate terminology.

**For merit standard**, learners will produce a presentation that assesses the factors that contributed to the development of a range of expeditions. Learners will present the outcome of a methodical and detailed comparison into the different types of expedition and the factors associated with them, with consideration given to why they are important to the protective services. Learners will use appropriate terminology and provide examples of expeditions to illustrate their points.

**For pass standard**, learners will produce a presentation that discusses, using examples, the development and purposes of different expeditions. Learners will explain each type of expedition and the different factors that have influenced their development. To demonstrate understanding, explanations must be clear and detailed, and written in learners' own words.

#### Learning aims B and C

Learners will plan and undertake an expedition. Learners will carry out a practical demonstration of the skills and techniques needed for their selected expedition. For future planning, learners will also carry out a review of their personal strengths and weaknesses demonstrated during the expedition.

**For distinction standard**, learners will develop a comprehensive plan with risk assessment and carry out an expedition of their choice. They will demonstrate accurate technical competences and full compliance with the expedition's requirements and safety regulations throughout. They will select, apply and adapt appropriate skills at the correct times and demonstrate the use of effective planning, taking into account contingency planning. Evidence arising from identified assessment methods will highlight the use of appropriate skills, techniques and safety considerations. Learners will review the planning and undertaking of their expedition and will make judgements as to their practical skills and techniques, justifying any personal improvements for planning future expeditions.

**For merit standard**, learners will plan and take part in an expedition. They will demonstrate technical competences and compliance with the expedition's safety regulations throughout, selecting and applying the appropriate skills at the correct times, and demonstrating the use of effective techniques. Evidence arising from identified assessment methods will highlight the use of appropriate skills, techniques and safety considerations. Learners will review the planning and undertaking of their expedition and will be able to analyse the strengths identified by the review and give reasons as to why these were strengths, justifying any suggestions to improve their practical skills and techniques to support future expeditions.

**For pass standard,** learners will take an active part in planning and undertaking an expedition. They will independently demonstrate the core skills and techniques needed for the expedition and show limited compliance with the skills, techniques and safety considerations of the expedition. Learners will review the practical skills and techniques that were used when planning and which were applied during the expedition. Learners will identify their strengths and areas for improvement and give reasons as to why the identified point is a strength or a weakness.

### Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 9: Skills for Outdoor Activities and the Uniformed Protective Service
- Unit 11: Developing Personal Fitness Programmes
- Unit 18: Professional Development in the Uniformed Protective Service.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 11: Developing Personal Fitness Programmes

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop the skills needed to be able to adapt implement and monitor a fitness training programme to improve own personal fitness for a uniformed protective service role and review its success.

## Unit introduction

All protective services need their members to be fit so that they are able to carry out their job to a professional standard. Fitness in any uniformed protective service role is a key requirement so putting theoretical knowledge of fitness into practice is needed if a person is to be successful in their career in this sector.

In this unit, you will apply your knowledge of fitness training by putting it into practice. You will use your fitness training programme to prepare for the requirements of working in the uniformed protective service. You will review your own fitness and amend and expand on the fitness programme you have written in *Unit 4: Physical Preparation, Health and Wellbeing*. You will then undertake the programme to improve your fitness for employment in the protective services. This unit involves you undertaking different methods of fitness training, including methods to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed.

This unit will support your progression to higher education fitness and sport-related programmes, as well as to uniformed protective service-related degrees.

This unit will prepare you to meet the fitness requirements of the different uniformed protective service roles and will further your understanding of fitness implementation. The skills gained in this unit may be applied to strengthen an application for employment or an Apprenticeship in one of the uniformed protective services. This unit will also support your progression to higher education fitness and sport-related programmes, as well as to uniformed protective service-related degrees.

## Learning aims

In this unit you will:

- A** Review a personal fitness training programme to meet the fitness requirements of a uniformed protective service role
- B** Carry out a training programme that improves personal fitness for a role in the uniformed protective service
- C** Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective service role.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Review a personal fitness training programme to meet the fitness requirements of a uniformed protective service role	<b>A1</b> Fitness requirements of roles within the uniformed protective service <b>A2</b> Adapt a training programme in preparation for working for the uniformed protective service	Updated personal fitness training programme for a specific role in the uniformed protective service.
<b>B</b> Carry out a training programme that improves personal fitness for a role in the uniformed protective service	<b>B1</b> Fitness training programme <b>B2</b> Fitness testing to produce monitoring data	Completed training diary. A report/presentation reviewing the fitness training programme. Annotated photographs or video evidence of practical supported by observation report and witness statement of learner demonstrating learners undertaking their selected training programme.
<b>C</b> Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective service role	<b>C1</b> Review the success of a personal fitness training programme <b>C2</b> Evaluate the training programme	

## Content

### Learning aim A: Review a personal fitness training programme to meet the fitness requirements of a uniformed protective service role

#### A1 Fitness requirements of roles within the uniformed protective service

Fitness requirements for different roles within the protective services, e.g. infantry soldier, dog handler, firefighter, prison officer.

- The purpose of fitness requirements for protective service roles:
  - to improve/optimize personal fitness
  - to meet the physical demands of protective service roles
  - to replicate the types of fitness needed in the protective service role.

#### A2 Adapt a training programme in preparation for working in the uniformed protective service

Be able to update a fitness training programme in preparation for working in specific roles in the protective services.

- Reason for changes from original programme:
  - change in fitness levels
  - change in protective service type/role
  - change in aims and objectives of fitness training programme.
- Appropriateness of current programme
- current fitness levels
- desired fitness levels
- fitness level required for the protective service role.
- Adapting an existing training programme:
  - aims and objectives
  - identifying personal fitness goals and targets
  - resources required
  - length of training programme.
- Adapting the principles of training:
  - specificity
  - progression
  - overload
  - reversibility
  - variation
  - FITT principles – frequency, intensity, time and type.

Learning aim B: Carry out a training programme that improves personal fitness for a role in the **uniformed** protective service

#### B1 Fitness training programme

Undertake a fitness training programme to meet the needs of a selected protective service role.

- Risk assessment/health and safety considerations eg warm up, warm down, facilities, equipment, use of spotters
- Fitness training programme in preparation for a selected protective service role:
  - number and length of sessions
  - time spent on different activities
  - types of fitness training performed
  - reasons for varying the programme, e.g. to prevent overload and boredom.
- Recording performance made in a training programme:
  - training diary/log, e.g. date and details of sessions
  - coach/instructor feedback.

**B2 Fitness testing to produce monitoring data**

Carry out fitness tests to review progress during the training programme.

- Fitness tests related to the individual's fitness training programme, e.g. multi-stage fitness test, sit and reach test, strength test, Illinois agility test, Cooper 12-minute test, one-repetition maximum tests (1RM).
- Normative data
- Milestones:
  - review progress, e.g. fitness, goals
  - impact on the body, e.g. adaptation
  - targets – completed, reviewed, updated.
- Adaptations made to change the training programme:
  - due to changes highlighted in the monitoring data
  - to meet any amended goals, e.g. change in role or protective service type
  - changes of circumstances/unknown events:
    - injury
    - personal circumstances
    - work/education commitments.

Learning aim C: Review the success of a training programme for meeting the personal fitness requirements of a **uniformed** protective service role

**C1 Review the success of a personal fitness training programme**

Analysis of fitness test results to review the success of a personal fitness training programme.

- Fitness tests to review fitness levels:
  - whether goals and targets were met
  - current and desired levels of fitness
  - identification of strengths and areas for improvement.
- Fitness for average age and gender – compare results to normative data for fitness tests.

**C2 Evaluate the personal fitness training programme**

- Review:
  - evaluation of strengths and areas for improvement
  - modifications and improvements to be made to the programme for future use.
- Benefits of undertaking the programme to protective service roles.
- Comparison of current fitness levels against protective service role requirements.
- Compare own fitness against the requirements of different protective services for specific roles:
  - impact on the body, adaptation to meet the physical demands of specific protective service roles.
- Research and compare own fitness against health and fitness of others of the same age, e.g. via websites

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Review a personal fitness training programme to meet the fitness requirements of a uniformed protective service role</b>		<b>A.D1</b> Justify adaptations to the training programme to improve fitness for a specific uniformed protective service role.
<b>A.P1</b> Explain the fitness requirements for a specific protective service role. <b>A.P2</b> Explain own level of fitness in relation to meeting the demands of a protective service role to make adaptations to a training programme.	<b>A.M1</b> Compare the fitness requirements of a protective service role with own levels of fitness to make adaptations to a training programme.	
<b>Learning aim B: Carry out a training programme that improves personal fitness for a role in the uniformed protective service</b>		<b>B.D2</b> Carry out a six-week fitness training programme confidently and effectively, making appropriate adaptations to the programme using monitoring data.  <b>C.D3</b> Evaluate strengths and areas for improvements of the training programme, providing recommendations for future training to meet the needs of a uniformed protective service role.
<b>B.P3</b> Carry out a six-week fitness training programme competently. <b>B.P4</b> Monitor own performance when following a six-week fitness training programme.	<b>B.M2</b> Carry out a six-week fitness training programme confidently and effectively.  <b>B.M3</b> Monitor progress accurately and effectively during a six-week fitness training programme.	
<b>Learning aim C: Review the success of a training programme for meeting the requirements of a uniformed protective service role</b>		
<b>C.P5</b> Review training programme in relation to meeting fitness requirements of a uniformed protective service role.	<b>C.M4</b> Analyse strengths and areas for improvement of the training in relation to meeting the fitness requirements of a uniformed protective service role.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, B.M3, C.M4, B.D2, C.D3).



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- the training programme designed in Unit 5: Physical Preparation, Health and Wellbeing
- a sports hall/gym/sports fields to undertake their fitness training programmes
- fitness testing equipment, e.g. multi-stage fitness test, sit and reach test, strength test, Illinois agility test, Cooper 12-minute test, one-repetition maximum tests (1-RM).

### Essential information for assessment decisions

#### Learning aim A

For learning aim A, learners must update and adapt a personal fitness training programme to meet the fitness requirements for a specific uniformed protective service role.

**For distinction standard**, learners will justify reasons for updating and adapting their personal fitness training programme in relation to a chosen uniformed protective service role and its fitness requirements. Learners will give detailed and well-thought-out reasons why they have adapted the programme to meet the needs of the specific role and how these adaptations will aim to increase their own fitness levels or to maintain their fitness. They will draw conclusions that are supported by examples, justifying the changes and adaptations in relation to the specific uniformed protective service role. Learners will use appropriate terminology and provide examples to illustrate their points.

**For merit standard**, learners will explain the reasons why they have chosen to adapt their personal fitness training programme. Learners will make clear links to the physical fitness demands of their chosen uniformed protective service role and explain how they have adapted their programme to meet the needs of the specific role, for example increased intensity, introduced new training methods. Learners will use appropriate terminology and provide examples to illustrate their points.

**For pass standard**, learners will choose a uniformed protective service role and adapt their personal fitness training programme to meet the fitness demands of this role. They will explain what the protective service role is and how the fitness requirements relate to carrying out that role. When adapting the fitness training programme, they must consider the requirements of the protective service role and how they will train to meet these fitness requirements.

#### Learning aims B and C

For learning aims B and C, learners must undertake their adapted minimum six-week training programme to improve their personal fitness for a specific role in the uniformed protective service. Learners must also review the effectiveness of their fitness training programme in meeting the demands of their chosen specific protective service role.

**For distinction standard**, learners will carry out their fitness training programme with confidence, demonstrating that they can correctly undertake different types of training in their programme. Learners will justify any adaptations that were made while undertaking the programme, for example if sustaining an injury or if the training programme did not enable them to meet their fitness target. Learners will carry out fitness tests to monitor their current fitness levels and to review their progress during the training programme, justifying any modifications and improvements to be made to their programme.

Learners will evaluate the strengths and areas for improvement of the personal fitness training programme they have undertaken in relation to the demands of their chosen uniformed protective service role. They will consider the impact of the training programme on their fitness level. Learners will make recommendations to maintain or improve the training programme to ensure their personal fitness level meets that of their chosen uniformed protective service role.

**For merit standard,** learners will demonstrate that they can undertake an effective fitness training programme. Learners will monitor progress in their programme and record all activities/sessions accurately, giving details of the training types undertaken. Learners will show progression in the meeting of set milestones and by carrying out fitness tests to monitor their current fitness levels, making appropriate modifications when needed.

Learners will explain how their personal fitness training programme helped them to meet the fitness requirements of a specific uniformed protective service role. Learners will explain how their training programme succeeded in meeting its aims or how the training programme could be improved for future success.

**For pass standard,** learners will demonstrate that they can competently undertake and monitor their personal fitness training programme. They will record details of the activities and sessions carried out during the training programme, monitoring their personal progress within them. Learners will take part in fitness testing to provide monitoring data which can be used to make adaptations or improvements to their fitness training programme, if needed.

Learners will review their training programme and explain their success in meeting the fitness requirements of a chosen uniformed protective service role. Learners will give reasons undertaking the training programme will assist in the chosen protective service role to meet the fitness requirements for their selected role.

### Links to other units

This unit links to *Unit 4: Physical Preparation, Health and Wellbeing*. Learners must undertake Unit 4, before undertaking Unit 11.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

# Unit 12: Introduction to Criminology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore specific theories of criminology used to explain, measure and tackle crime and criminal behaviour in England and Wales, and their influence on the uniformed protective service.

## Unit introduction

Criminology is the study of crime and criminal behaviour, drawing on psychology, sociology, law and other disciplines to explain the causes and prevention of crime. There are many different approaches to defining and explaining the extent of crime in England and Wales.

In this unit, you will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour, as well as exploring the various methods of crime prevention in England and Wales. You will investigate the various sets of crime statistics that explain the extent of crime in England and Wales, and you will look at the impact of crime on society, exploring concepts such as 'fear of crime' and how this may manifest itself in both individuals and communities. You will determine why, according to criminological theories, certain groups are more likely to commit crimes than others. This unit will also look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, you will explore how those who either have been victims of crime or who have witnessed crime, and those who may be at risk of threats and intimidation, can be supported by the uniformed protective service, other public services and other related bodies.

This unit will support your progression to employment or to an Apprenticeship, particularly in protective service-related roles in areas such as Criminology and Security Services, Criminal Justice, Policing and Investigation. The skills gained in this unit will prepare you for a broad range of employment opportunities, such as the police service, the probation service, the prison service, criminal justice agencies and victim support agencies.

## Learning aims

In this unit you will:

- A** Examine the effects of criminal behaviour on individuals, communities, the uniformed protective service and other public services
- B** Explore the methods used by the uniformed protective service and other public services to prevent crime and punish offenders
- C** Investigate the support provided by the uniformed protective service and other public services to victims and witnesses of crime.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the effects of criminal behaviour on individuals, communities, the uniformed protective service and other public services	<b>A1</b> Methods used to measure crime and criminal behaviour <b>A2</b> Theoretical explanations of why people commit crime and patterns of criminal behaviour <b>A3</b> Effects of crime	Using case studies on criminal behaviour requiring learners to explain: <ul style="list-style-type: none"> <li>• how crime is measured in England and Wales</li> <li>• the social distribution of crime in England and Wales</li> <li>• the effects of crime.</li> </ul>
<b>B</b> Explore the methods used by the uniformed protective service and other public services to prevent crime and punish offenders	<b>B1</b> Crime prevention and control strategies <b>B2</b> Punishment	A report based on the case studies that evaluates the impact of crime on communities and individuals. Application to given case studies of: <ul style="list-style-type: none"> <li>• crime prevention and control strategies</li> <li>• the perspectives and methods of punishment.</li> </ul> An evaluation of the impact of strategies taken by public services on crime prevention and punishment in the given case studies.
<b>C</b> Investigate the support provided by the uniformed protective service and other public services to victims and witnesses of crime	<b>C1</b> Victimisation <b>C2</b> Victim and witness support provided by the uniformed protective service, other public services and third sector organisations	A report that: <ul style="list-style-type: none"> <li>• describes the factors that contribute to victimisation</li> <li>• explains the range of support available from the public services for witnesses and victims of crime</li> <li>• evaluates the impact of public services in supporting witnesses and victims of crime.</li> </ul>

## Content

### **Learning aim A: Examine the effects of criminal behaviour on individuals, communities, the uniformed protective service and other public services**

#### **A1 Methods used to measure crime and criminal behaviour**

Understand the different methods for measuring crime in England and Wales, and the differences between each of the methods.

- What crime statistics reveal and why they are important as a measure of crime.
- Home Office official statistics:
  - summary of what they measure
  - importance of Home Office statistics as a measure of crime.
- Self-report victim surveys:
  - Crime Survey for England and Wales
  - commercial victim survey
  - difference between victim surveys and Home Office statistics in terms of what they measure
  - importance of victim surveys as measures of crime.
- Self-report offender surveys:
  - summary of key features and what they cover
  - importance of self-report offender surveys as measures of crime.

#### **A2 Theoretical explanations of why people commit crime and patterns of criminal behaviour**

- Criminological theories:
  - rational choice theory
  - biological positivism, e.g. link between criminal behaviour and biology, key physical features of a criminal
  - psychological positivism, e.g. psychodynamic theory, behavioural theory.
- Different patterns of crime based on gender, social class, age, ethnicity and location:
  - gender and crime:
    - summary of patterns of offending between the sexes according to crime statistics
    - summary of theoretical explanations for patterns of offending, e.g. chivalry thesis, sex role theory
  - age and crime:
    - summary of patterns and trends in offending according to age group
    - summary of theoretical explanations for patterns of offending, e.g. status frustration, delinquency, drift and neutralisation
  - social class and crime:
    - summary of patterns and trends in offending according to crime statistics
    - summary of theoretical explanations for the links between social class and crime, e.g. social deprivation
  - ethnicity and crime:
    - summary of patterns of offending according to ethnic group over the last 50 years
    - summary of theoretical explanations for links between ethnicity and crime, e.g. police culture
  - locality and crime:
    - patterns and trends of offending in urban and rural areas according to crime statistics
    - summary of theoretical explanations for the links between locality and crime, e.g. Chicago school and zone of transition.

**A3 Effects of crime**

- Impact of crime on victims and the community:
  - fear of crime – factors that influence fear of crime, e.g. gender, locality, age, health, previous victimisation
  - perception of crime – social construction of crime by the media, e.g. representation of social groups – gender, age, locality, social class, ethnicity, labelling and its effects, representation of types of crime
  - patterns of victimisation, e.g. class, age, ethnicity, gender, repeat victimisation
  - perspectives on victims of crime.
- Impact of crime on the public services and the community:
  - the cost of supporting victims and witnesses
  - medical support
  - the cost of providing criminal justice services
  - the need to repair and renovate damage.

**Learning aim B: Explore the methods used by the uniformed protective service and other public services to prevent crime and punish offenders**

**B1 Crime prevention and control strategies**

Learners will explore the crime prevention and control strategies used by the public services.

- Situational crime prevention:
  - explanation of the focus of this strategy, e.g. Ron Clarke (1992), strategy designed to make criminal activity less appealing to offenders and to reduce opportunities for crime, summary of key features
  - examples of this strategy in use, e.g. target hardening using locking doors, CCTV, security guards, traffic enforcement, shutters
  - evaluation of situational crime prevention, e.g. reduces certain types of crime, focuses on opportunist crimes, ignores the roots of crime, inappropriate focus of CCTV, crime displacement.
- Environmental crime prevention:
  - explanation of the focus of this strategy, e.g. Wilson and Kelling (1982), 'broken windows theory' – signs of disorder give the message that there is low social control, emphasises role of formal control measures
  - examples of this strategy in use, e.g. zero-tolerance policing, the Injunction to Prevent Nuisance and Annoyance (IPNA), curfews, street drinking bans, dispersal orders, environmental improvement strategies
  - evaluation of environmental crime prevention, e.g. studies suggest zero tolerance policing works, it is more expensive than situational crime prevention, the police should be focusing on more serious crime areas.
- Social and community crime prevention:
  - explanation of the focus of this strategy, e.g. focusing on the individual offenders and their social context, focusing on groups and taking action to limit their offending, enlisting the local community in combating crime
  - examples of this strategy in use, e.g. educational programmes, economic investment in poorer communities, youth leisure schemes, improving poor housing
  - evaluation of this strategy, e.g. the most costly crime prevention technique but could save money by preventing crime, still does not tackle structural inequalities, does not tackle elite crime.
- Models of crime prevention:
  - intelligence-led policing, e.g. identification of crime trends, targeting of prolific and priority offenders, creating problem-solving policing initiatives
  - multi-agency approaches, e.g. sharing information with other bodies, multi-agency responses and mechanisms such as community safety partnerships, multi-agency delivery of criminal justice services.

**B2 Punishment**

- Perspectives on punishment:
  - summary of the functionalist perspective, e.g. Durkheim believing that crime has positive functions for society
  - Marxist perspective – function of punishment as maintaining social order
  - postmodernist perspectives on punishment – Foucault's sovereign and disciplinary power.
- Trends in punishment:
  - changing role of prisons
  - transcarceration
  - alternatives to prison
  - methods used to punish – incapacitation, rehabilitation, deterrence, retribution.
- Aims of sentencing:
  - aims of adult sentencing – incapacitation, rehabilitation, deterrence, retribution, reparation, denunciation, reducing the crime rate
  - aims in youth sentencing – reform and rehabilitation, punishment, protection of the public, reparation.
- Types of sentences:
  - adult sentences – custodial sentences, community orders, fines.
- Youth sentences – young offenders' institutions, detention and training orders, detention for serious crimes, detention at Her Majesty's Pleasure, Youth Rehabilitation Order, fines.
- Effectiveness of prison.

**Learning aim C: Investigate the support provided by the uniformed protective service and other public services to victims and witnesses of crime**

**C1 Victimisation**

- Types of victim, e.g. businesses, communities, minority groups, vulnerable members of the community, individuals.
- Factors that contribute to how an individual experiences victimisation, e.g. age, gender, ethnicity, culture, socio-economic status, and social networks.

**C2 Victim and witness support provided by the uniformed protective service, other public services and third sector organisations**

- Protective services and other public services involved in victim and witness support, e.g. police, Police and Crime Commissioners, social services, National Probation Service, Crown Prosecution Service, local authorities, third sector organisations (TSOs), multi-agency co-operation and partnerships, agencies bound by the code of support for victims of crime.
- Victim support, e.g. Victims' Information Service, code of practice for victims of crime, victim's right to review, Victim Contact Scheme, special measures at court, restorative justice schemes, National Offender Management Service Victim Helpline, tackling repeat victimisation.
- Witness support, e.g. Witness Charter, Witness Care Units and the bodies that will provide witness care, Citizens Advice Witness Service and support services, including court information, witness protection schemes, support offer.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the effects of criminal behaviour on individuals, communities, the uniformed protective service and other public services</b>		<b>A.D1</b> Evaluate the impact of criminal behaviour on individuals, communities, the uniformed protective service and other public services using relevant statistics and reports.
<b>A.P1</b> Explain the patterns of criminal behaviour, the impact of criminal behaviour and how statistics are gathered.  <b>A.P2</b> Explain the impact of crime on individuals, the community, the uniformed protective service and other public services.	<b>A.M1</b> Compare and contrast the official statistics used to measure crime, the impact of crime and the different methods of measuring crime, its impacts and criminal behaviour.  <b>A.M2</b> Assess the impact of crime on individuals, the community, the uniformed protective service and other public services.	
<b>Learning aim B: Explore the methods used by the uniformed protective service and other public services to prevent crime and punish offenders</b>		<b>B.D2</b> Evaluate the impact of the strategies used by the uniformed protective service and other public services for crime prevention and punishment in given case studies.
<b>B.P3</b> Explain the crime prevention and control strategies used by the uniformed protective service and other public services.  <b>B.P4</b> Describe the perspectives and methods of punishment in given case studies.	<b>B.M3</b> Analyse strategies used by the uniformed protective service and other public services for crime prevention and punishment in given case studies.	
<b>Learning aim C: Investigate the support provided by the uniformed protective service and other public services to victims and witnesses of crime</b>		<b>C.D3</b> Evaluate the effectiveness of the support given by the uniformed protective service and other public services to witnesses and victims of crime and other organisations.
<b>C.P5</b> Describe the factors that contribute to how a victim will experience victimisation.  <b>C.P6</b> Explain the range of support available from the uniformed protective service and other public services for witnesses and victims of crime and other organisations.	<b>C.M4</b> Analyse the effectiveness of support given by the uniformed protective service and other public services to witnesses and victims of crime and other organisations.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M3, C.M4, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- appropriate sociological textbooks
- the internet (for research purposes).

It is desirable that learners:

- are encouraged to research real-life examples of the theories delivered in this unit
- have access to guest speakers from the public services and victim and witness support groups to enhance their understanding of the material being covered and avoid plagiarism
- have access to a range of case studies prepared by the centre to prepare for assessment.

### Essential information for assessment decisions

It is appropriate for this unit that evidence is given in written format. Learners should reference all of their sources and present their work in a professional format.

### Learning aim A

**For distinction standard**, learners will give a detailed evaluation of the impact of criminal behaviour on individuals, communities and the public services using relevant statistics and reports. This evaluation will be supported with reference to academic commentary on the benefits and drawbacks of the various statistics and reports used for measuring the impact of crime on individuals, communities, the uniformed protective service and other public services, and will include evidence from statistics and reports to support learners' arguments and conclusions.

**For merit standard**, learners will compare the official statistics with other statistics such as self-report surveys used to measure crime and criminal behaviour. Learners will highlight the key differences between these various statistics in relation to how they are gathered and what they measure. When assessing the impact of crime on individuals, the community, the uniformed protective service and other public services, learners will present a careful consideration of the varied factors that impact on how the public perceive crime and the various costs involved, for example supporting witnesses, providing medical support, the cost of providing criminal justice services. Learners will be able to identify the different ways that crime affects victims and the factors that influence the perception of crime to people, protective services and other public services and the community. They should be able to use their assessment to conclude the different ways in which criminal behaviours affect individuals, communities, the uniformed protective service and other public services.

**For pass standard**, learners will demonstrate their understanding of the patterns of criminal behaviour and how statistics are gathered with reference to given case studies. Learners will refer to criminological theories to explain the criminal behaviours in the given case studies. They will also explain how statistics are gathered to measure crime and criminal behaviour. Finally, learners will explain what impact the specific offences referred to in the case studies will have on individuals, the community, the uniformed protective service and other public services.

## Learning aim B and C

**For distinction standard,** learners will give a clear and detailed evaluation of the impact of the strategies used by the protective services and other public services for crime prevention and punishment. They will support their evaluation with individual statements, examples and comprehensive use and application of relevant research and data, to demonstrate and justify their arguments and conclusion. Learners will comprehensively explain the perspectives on crime prevention and punishment in the case studies, referring to key theorists in order to support their evaluation.

Learners will, in order to demonstrate understanding, give in their own words a clear and detailed evaluation of the various forms of support given by the uniformed protective service, other public services and other organisations to victims and witnesses of crimes. The explanation and analysis of the support given to victims and witnesses of crime will be supported with reference to research and data used to justify the arguments and conclusion as to the effectiveness of the support given. Learners will provide examples, where necessary, of the positive aspects and problems of the support given to witnesses and victims.

**For merit standard,** learners will demonstrate thorough explanation and analysis of the strategies used by the uniformed protective service and other public services for crime prevention and punishment identified in the case studies. Learners will demonstrate good analytical skills and will support their discussion with reference to the key theories. They will also examine the strengths and weaknesses of the crime prevention and control strategies that have been used within the case studies.

Learners will provide evidence of individual application and analysis to demonstrate a clear understanding of the support given by the protective services, other public services and other organisations to witnesses and victims of crime by drawing on relevant information from the given case study. They will demonstrate good analytical skills and their application, using and applying relevant theories in their analysis.

**For pass standard,** learners will use the information given in the case studies to explain the various crime prevention and control strategies that have been used by the uniformed protective service and other public services in the specific situations. They will explain in detail the key elements of each of the specific crime control strategies as well as the theoretical perspectives on punishment, with reference to key theorists.

Learners will show their understanding of the various factors that contribute to the ways in which a victim will experience victimisation. They will also give information, in detail, various protective services, other public services and other organisations that are involved in providing support to victims and witnesses of crime, as well as identifying the actual support that is available.

## Links to other units

This unit links to:

- Unit 8: Sociological Perspectives
- Unit 14: Police Powers and the Law
- Unit 17: Criminal Investigation Procedures and Practice.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

DRAFT

# Unit 14: Police Powers and the Law

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore key elements of the legal system relating to the criminal trial process. They will look at the legal personnel involved as well as investigating police powers and their limitations.

## Unit introduction

It is important that, to understand the context in which they are working, those working in the protective services and other public services develop an awareness of the legal rules governing the criminal trial process and the personnel involved.

In this unit, you will develop an understanding of the criminal justice system. You will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders receive specific sentences, you will explore the different types of sentencing and what the aims of sentencing are. This unit will introduce you to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. You will explore the legal framework within which the police must work when searching, arresting, detaining and interviewing individuals, including how the rights of the individual are safeguarded. You will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed.

The knowledge and skills developed in this unit will help you to progress to a variety of employment or Apprenticeship opportunities that focus on policing. Additionally, the unit supports progression to higher education courses associated with the uniformed protective service and related disciplines, such as degrees in law, criminology and police and criminal investigation.

## Learning aims

In this unit you will:

- A** Examine the legal framework surrounding the powers of the police to tackle criminal behaviour
- B** Investigate the various roles undertaken by the personnel of the courts
- C** Explore the criminal trial process to be followed once an individual has been charged with an offence.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine the legal framework surrounding the powers of the police to tackle criminal behaviour	<b>A1</b> Powers of the police to search people and their premises <b>A2</b> Powers of arrest <b>A3</b> Detention, interviews, searched and samples <b>A4</b> Complaints against the police	Application to case studies of police powers relating to: <ul style="list-style-type: none"> <li>• powers of stop and search</li> <li>• powers of arrest</li> <li>• powers relating to detention, interviews, searches and samples</li> <li>• complaints against the police.</li> </ul> An evaluation of the safeguards for individuals against the powers of the police, suggesting proposals for reform.
<b>B</b> Investigate the various roles undertaken by the personnel of the courts	<b>B1</b> Legal profession <b>B2</b> Prosecutors <b>B3</b> Judiciary <b>B4</b> Lay people	Application to case studies of: <ul style="list-style-type: none"> <li>• the pre-trial process – including bail and the pre-trial procedure for different categories of offences</li> <li>• the criminal trial process for different categories of offences</li> <li>• sentencing of different offenders</li> <li>• personnel involved in different criminal trials.</li> </ul> An evaluation of a case study of effectiveness of the criminal trial process and sentencing in achieving justice, and the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.
<b>C</b> Explore the criminal trial process once an individual has been charged with an offence	<b>C1</b> Hierarchy of the court system <b>C2</b> Pre-trial process <b>C3</b> Criminal trial <b>C4</b> Sentencing	Application to case studies of: <ul style="list-style-type: none"> <li>• the pre-trial process – including bail and the pre-trial procedure for different categories of offences</li> <li>• the criminal trial process for different categories of offences</li> <li>• sentencing of different offenders</li> <li>• personnel involved in different criminal trials.</li> </ul> An evaluation of a case study of effectiveness of the criminal trial process and sentencing in achieving justice, and the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.

## Content

Laws and processes can and do change because of regular updates and changes in the law and sometimes structural changes in organisations. Learners should be taught the most up-to-date legislation, processes and procedures.

### Learning aim A: Examine the legal framework surrounding the powers of the police to tackle criminal behaviour

This section of the content will enable learners to understand how the police use their powers of stop and search, arrest and detention.

#### A1 Powers of the police to search people and their premises

- Powers of stop and search:
- general right to stop and search under Section 1 of the Police and Criminal Evidence Act 1984 (PACE) codes of practice
  - Police and Criminal Evidence Act 1984 and Code of Practice A – a basic overview of what may be searched, the meaning of a public place, the object of the search, the meaning of reasonable suspicion
  - brief overview of the other powers of stop and search and the difference between these and the general right, e.g. the right to stop and search in connection with violence under Section 60 Criminal Justice and Public Order Act 1994, stop and search for controlled drugs under the Misuse of Drugs Act 1971, stop and search under the Terrorism Act 2000
  - safeguards on the rights of the individuals:
  - what may be removed under each power of stop and search
  - telling the individual the grounds of the search
  - the object of the search
  - identity of the officer and the station they are attached to
  - the legal power that is being exercised
  - entitlement to a copy of a search
  - notifying the individual that they are detained for the purposes of the search.
- Requirements for searching premises:
  - search warrants
  - requirements of a warrant
  - when the police have the power to enter premises without a warrant
  - when the police are allowed to seize goods.
- Analysis and evaluation of the powers of stop and search.

#### A2 Powers of arrest

- Purpose of arrest.
- Grounds for a legal arrest without a warrant under Section 24 of the Police and Criminal Evidence Act (PACE) 1984, as amended by Section 110 Serious Organised Crime and Police Act 2005:
  - meaning of reasonable grounds under Code of Practice G
  - when an arrest is deemed necessary, e.g. to protect vulnerable individuals
  - procedures that must be followed, e.g. informing the suspect they are being arrested, giving the suspect the caution, using reasonable force, taking the suspect to the police station as soon as possible.
- Other powers of arrest:
  - arrest for breach of the peace under Section 26 of the Police and Criminal Evidence Act (PACE) 1984
  - arrest with a warrant.
- The right to search on arrest.

### **A3 Legal requirements for detention, interviews, carrying out further searches and collecting samples**

- Detention:
  - time limits on detaining an individual
  - the rights of a detained person and their limitations, e.g. right to have someone informed of your arrest, right to legal advice, right to an appropriate adult, access to the codes of practice, food and water, clothes, adequate rest.
- Interviews:
  - the purpose of an interview
  - rights of those being interviewed, e.g. tape recording of the interview, the right to silence and its limitations, protection from oppression.
- Searches and samples:
  - intimate samples and safeguards
  - non-intimate samples
  - general searches
  - strip searches and the safeguards during strip searches.

### **A4 Complaints against the police**

- Independent Police Complaints Commission (IPCC):
  - role of the IPCC
  - procedure an individual will have to follow to make a complaint
  - how the IPCC deals with complaints
  - outcomes of IPCC investigations
  - appealing against IPCC decisions.
- Police and Crime Commissioner – role, powers.
- HM Inspectorate of Constabulary – role in the complaints process, powers.

## **Learning aim B: Investigate the various roles undertaken by the personnel of the courts**

### **B1 The legal profession**

- The role of barristers and solicitors in the court system of England and Wales.

### **B2 Prosecutors**

- Role of the Crown Prosecution Service (CPS).
- Code for Crown prosecutors.
- Private prosecutions.
- Plea bargaining.

### **B3 The judiciary**

- Different levels of judges, e.g. district judges, circuit judges, High Court judges, Court of Appeal judges, Supreme Court justices.
- Role of judges in criminal trials.
- Judicial independence.
- Removal of judges from office.

### **B4 Lay people**

- Lay magistrates – role and powers of lay magistrates in criminal cases, e.g. power to grant arrest and search warrants, decide on bail, sentencing powers, sending to the crown court for sentencing.
- Juries – role and powers of juries in a criminal trial.
- Advantages and disadvantages of the use of lay people in the criminal trial process.



## **Learning aim C: Explore the criminal trial process once an individual has been charged with an offence**

### **C1 The hierarchy of the court system**

- Criminal court structure – role, function and jurisdiction of:
  - Magistrates' courts
  - Crown court
  - Criminal Division of the Court of Appeal
  - Supreme Court.

### **C2 The pre-trial process**

Learners will explore the ways that bail is used by both the police and the courts, as well as the distinctions between the different pre-trial procedures for different offences.

- A basic overview of bail:
  - the presumption in favour of bail
  - bail from the police bail
  - bail from the court
  - conditional and unconditional bail
  - restrictions on granting bail
  - appeals against bail decisions.
- Categories of offences and their pre-trial procedures:
  - summary – explanation, adjournments, early administrative hearings
  - either-way – explanation, plea before venue, mode of trial hearing
  - indictable – explanation, sending for trial at the Crown court.

### **C3 Criminal trial**

- A brief overview of the summary trial process and indictable trial process.
- Advantages and disadvantages of each mode of trial.

### **C4 Sentencing**

- Aims of sentencing – purpose of sentences imposed by the criminal courts, e.g. reducing the crime rate, protecting the public, punishing the offender, deterrence, rehabilitating the offender.
- Factors affecting the sentence an individual will receive, e.g. mitigating and aggravating factors, sentencing guidelines.
- Types of sentencing – types of sentences that the court can impose, e.g. prison, suspended sentences, community orders, fines, discharges.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the legal framework surrounding the powers of the police to tackle criminal behaviour</b>		<b>A.D1</b> Evaluate the effectiveness of the safeguards for individuals in a given situation when the police are exercising their powers.
<b>A.P1</b> Explain the legal powers of the police when tackling the criminal behaviour of an individual in a given situation.  <b>A.P2</b> Describe the various methods of complaining about the use of police powers.	<b>A.M1</b> Analyse the various police powers and safeguards for individuals in a given situation.	
<b>Learning aim B: Investigate the various roles undertaken by the personnel of the courts</b>		<b>B.D2</b> Evaluate the impact of using lay people in the criminal justice trial process as opposed to legal personnel, providing a justified conclusion.  <b>C.D3</b> Evaluate the effectiveness of the criminal trial process and sentencing in a given situation.
<b>B.P3</b> Explain the roles of the lay personnel involved in criminal trials in given situations.  <b>B.P4</b> Discuss the roles of the legal personnel in given situations.	<b>B.M2</b> Compare the role and functions of the legal personnel involved in the court system.	
<b>Learning aim C: Explore the criminal trial process once an individual has been charged with an offence</b>		
<b>C.P5</b> Explain the pre-trial and criminal trial process for each of the categories of offences in a given situation.  <b>C.P6</b> Describe the powers of the courts in sentencing offenders.	<b>C.M3</b> Analyse and apply the current law relating to sentencing and the criminal trial process in a given situation.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to appropriate legal textbooks and primary sources of legislation.

It would benefit learners to see law in action through, for example, trips to magistrates' and Crown courts to witness the criminal trial process at work. Local solicitors, barristers and magistrates may be willing to speak to learners and offer work experience.

It is essential that learners gain a real understanding of the material being delivered. To prepare learners for assessment, centres could provide a range of case studies or scenarios to allow them to use their own words to describe, apply and analyse relevant legal rules. This allows learners to fully demonstrate their understanding of legal rules and how they are applied.

### Essential information for assessment decisions

Evidence for the unit should be in written format and, where required, should be in a professional format with all sources correctly referenced.

### Learning aim A

**For distinction standard**, learners will give detailed evidence of individual research, application, analysis and evaluation of the effectiveness of the safeguards for individuals when the police are exercising their powers. Their report should be in a professional format supported, where necessary, with academic commentary and statistics that enhance the evaluation. Learners will draw on their analysis of the police powers and sentencing given in the case study to reach a reasoned conclusion as to the effectiveness of the safeguards on police powers.

**For merit standard**, learners will provide evidence of individual research and of clear application of the facts of the case study in order to analyse the powers of the police and the safeguards against an abuse of police powers. Learners need to be able to state what safeguards exist against the abuse of police powers, such as the requirement that all interviews be recorded, and to determine the legality of the exercise of the powers in the given situations. To support their discussion, learners must refer accurately to Acts of Parliament and any relevant case law.

**For pass standard**, learners will demonstrate their understanding of the powers of the police by explaining in detail what powers the police have in relation to stop and search, arrest, detaining an individual, conducting searches and taking samples. This must be supported with reference to relevant Acts of Parliament and case law where relevant.

### Learning aims B and C

**For distinction standard**, learners will give clear and detailed evaluation of criteria supported by individual research and academic commentary. Learners could support the evaluation of the effectiveness of the criminal trial and sentencing with reference to re-offending statistics for those who have been given a custodial sentence as opposed to a community order or a fine. When evaluating the impact of using lay people in the criminal trial process as opposed to legal personnel, learners will draw on their comparison of the role and functions of the legal personnel involved in the court system to reach a justified conclusion as to whether lay people serve an important purpose in the criminal trial process. This should be supported by individual and original statements and case law examples to demonstrate and justify arguments and conclusions. The report will be in a professional format.

**For merit standard,** learners will demonstrate good application and analytical skills by giving comprehensive analysis and showing application of the criminal trial process and sentencing to the facts of the given scenario. Learners should be able to explain in detail the process both pre-trial and during the trial itself for each individual in the case studies. In relation to the comparison of the role and functions of the legal personnel involved in the court system, learners should draw on their explanation of the various roles from the pass criteria and identify key differences and similarities between each of the personnel. For example, identifying that neither magistrates nor juries are legally trained and that both deliver a verdict, however juries cannot sentence whereas magistrates can.

**For pass standard,** learners will show their understanding of the pre-trial and criminal trial processes, as well as the roles of the legal and lay personnel, through being able to identify the correct category of offence, whether it is summary, either way or indictable, and being able to explain how the processes operate differently depending on the category of offence. Learners should relate their explanation to the facts in the given case studies and give examples of the role lay and legal personnel would have in each situation. Learners should be able to explain, with reference to appropriate case law examples, the aims and types of sentences as well as the factors involved in sentencing.

### Links to other units

This unit links to:

- Unit 7: Custodial Care
- Unit 13: Principles of Managing Security Threats
- Unit 17: Criminal Investigation Procedures and Practice.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers such as solicitors, barristers, judges, magistrates, police officers
- court visits
- support from local protective services staff as mentors
- work experience in the legal sector.

DRAFT

# Unit 15: Research Skills in the Uniformed Protective Service

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners will complete a research project in a uniformed protective service context. It will involve learning about how to plan for and carry out research, and how to review a successful research project.

## Unit introduction

Being part of the administrative framework of the UK, the uniformed protective service provides essential continuity to maintain the functions of state and security. In order to remain robust, essential services must adapt to technological advances, operational needs, internal demands and external threats. This is directly linked to the need for continuous research in the uniformed protective service.

This unit will help you to understand the process involved when conducting research. You will develop an understanding of the need to conduct research. Learning how to formulate a research question with a detailed rationale. Planning its design by determining an appropriate research approach and any methods that stem from it will be documented. The research plan will be carried out within an agreed time frame, with appropriate targets set. There is an expectation to analyse and interpret the primary and secondary research results, comparing them with the literature review, and discussing any relevant inferences drawn. You will evaluate your project outcomes by prescribing any areas for future improvement and make recommendations for future research. Finally, you will submit the whole project in a structured academic format.

The research skills developed in this unit will support your progression to a wide variety of employment or Apprenticeship roles, including those specifically related to the uniformed protective service. It will also support progression to a wide variety of higher education courses.

## Learning aims

In this unit you will:

- A** Develop a research plan for a uniformed protective service project
- B** Carry out data collection and its interpretation for the selected project
- C** Produce a structured research project on a uniformed protective service theme.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Develop a research plan for a uniformed protective service project	<b>A1</b> Objectives of research <b>A2</b> Developing a research proposal <b>A3</b> Structure of research project	<p>A presentation on:</p> <p>a) identifying the objectives behind carrying out research in the uniformed protective service</p> <p>b) a research plan that identifies:</p> <ul style="list-style-type: none"> <li>• a research question</li> <li>• its rationale</li> <li>• literature review</li> <li>• the research approach adopted</li> <li>• data collection methods adopted</li> <li>• the research ethics adopted, and a time frame of action.</li> </ul> <p>The plan should include a comparison of the different research approaches and data collection methods available, and justify any adopted.</p>
<b>B</b> Carry out data collection and its interpretation for the selected project	<b>B1</b> Data collection <b>B2</b> Interpretation of data collected	<p>A reflective research diary noting the day-to-day carrying out of research, and primary and secondary research methods employed.</p> <p>A completed research project in a structured academic format that interprets the results, compares and evaluates project outcomes with the literature review, prescribes areas for further improvement, and makes recommendations for future research.</p>
<b>C</b> Produce a structured research project on a uniformed protective service theme	<b>C1</b> Structure of research project <b>C2</b> Referencing and bibliography	



## Content

### Learning aim A: Develop a research plan for a uniformed protective service project

For any research to be conducted, it needs to start with a valid idea and an action plan to realise that novel idea. The following will provide the learner with the necessary tools to make them ready to carry out their research project.

#### A1 Objectives of research

- Objectives of conducting research in the protective services:
  - the quest for new ideas
  - the discovery of new facts
  - explaining the environment around us and trying to understand how it operates
  - to find solutions to day-to-day social problems
  - relationship between research and development and advances in science and technology and its link to operational efficiency, e.g. tasers, automatic number plate recognition (ANPR), body cameras, unmanned aircraft systems, drones, water cannons, exoskeletons.

#### A2 Developing a research plan

- Rationale.
- Research question/hypothesis:
  - research themes revolve around the political, economic, sociological, technological, legal and environmental (PESTLE) aspects of the protective services.
- Focus of the research:
  - scope
  - sub-questions/research aims.
- Literature review:
  - critiquing literature and identifying gaps.
  - validity
- Research approaches:
  - quantitative
  - qualitative
  - comparative
  - mixed: a blend of the above.
- Primary research methods stemming from approach:
  - quantitative:
    - questionnaires/surveys
    - when to use open questions
    - when to use closed questions
    - type of sampling methods
    - probability sampling
    - random sampling and its effectiveness
    - stratified sampling
    - non-probability sampling
    - quota sample
    - purposive sample
    - convenience sample
    - online surveys tools
    - size of pool
    - testing out survey before launch

- qualitative:
  - interviews: formal, informal
  - case studies: descriptive, explanatory, types of questions: who, what, where, how, why
  - observation: passive, active
- comparative:
  - comparing and contrasting different entities
  - identifying cause and effect relationships
- mixed approach:
  - the advantages and disadvantages of the mixed approach.
- Secondary research methods:
  - books
  - journals
  - blogs
  - online sources.

### **A3 Structure of research project**

- Introduction.
- Rationale.
- Research aims.
- Research approach.
- Research method.
- Research ethics:
  - consent
  - privacy
  - confidentiality
  - integrity
  - validity
  - reliability
  - health and safety.
- Timelines.
- Conclusion.
- Timescales and milestones@
  - SMART targets
  - review and amend the plan, as required, during the process.

### **Learning aim B: Carry out data collection and its interpretation for the selected project**

Undertaking research requires allocating a substantial amount of time to carry out primary and secondary research. As a result, to be successful in completing this learning aim, data collection and analysis skills need to be learned.

#### **B1 Data collection**

- Communication and interaction: good interpersonal skills, networking, using personal contacts.
- Recording data: ethical recording of data using note-taking or ICT.
- Keeping an up-to-date research diary: evidence of regular reflection, e.g. Kolb's Learning Cycle, centralising the data collected.

**B2 Interpretation of data collected**

- Deductive, inductive, and abductive reasoning.
- Quantitative analysis:
  - identify relationships between the different variables
  - univariant analysis; bivariate and multivariate analysis
  - distribution and dispersion
  - central tendency
  - subgroup comparison.
- Qualitative analysis:
  - compare and contrast
  - similarities and differences
  - scales of measurement
  - check for accuracy and finality.
- Discuss limitations.

**Learning aim C: Produce a structured research project on a uniformed protective service theme**

Presenting the results of the project must be done in a structure that conforms to academic standards. This means it has to be presented in a formal report with appropriate titles and subtitles.

**C1 Structure of research project**

- Title page: report title, name, and date of submission.
- Abstract/executive summary: overview of current issue, research methodology used, findings and recommendations.
- Table of contents: list of numbered sections in report and their page numbers.
- Introduction: outline of the research proposal.
- Literature review: review of all the literature in the topic pre-research.
- Presentation of the results: presenting the data collected. Headings and sub-headings that reflect research aims (sub-questions), interpretation of data collected, e.g. statistics, graphs, tables, charts to support the main research arguments.
- Discussion: drawing inferences, key areas for improvement in research, lessons learned, what worked effectively and what did not.
- Conclusion: summary of the research project, including a prescription of further improvements and any recommendation for further research.
- Bibliography: complete list of all sources referred to, even though not utilised. Reference list, in-text citations, referencing systems, e.g. Harvard.
- Appendices: all primary and secondary evidence that supports the research findings.

**C2 Referencing and bibliography**

- Standard referencing using American Psychological Association (APA) styling:
  - referencing different types of information, e.g. books, reports, primary data, websites, journals, multimedia
  - how to use the digital reference and bibliography available in word processors.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Develop a research plan for a uniformed protective service project</b>		<b>A.D1</b> Justify the research approach, the data collection methods selected, and the literature used.
<b>A.P1</b> Describe the purpose of conducting research in the uniformed protective service.  <b>A.P2</b> Produce a research plan with an appropriate question and rationale, research aims, approach and methods.	<b>A.M1</b> Review the research approaches, research methods, and the literature that may be used in the research plan.	
<b>Learning aim B: Carry out data collection and its interpretation for the selected project</b>		<b>B.D2</b> Evaluate the primary and secondary data collected.  <b>C.D3</b> Evaluate project outcomes and make recommendations for future research.
<b>B.P3</b> Collect appropriate data and present it for the research project selected.  <b>B.P4</b> Complete a research diary that documents data collection and data analysis.	<b>B.M2</b> Analyse the primary and secondary data collected.	
<b>Learning aim C: Produce a structured research project on a uniformed protective service theme</b>		
<b>C.P5</b> Explain conclusions from the collected data and make recommendations.  <b>C.P6</b> Present a research project in a structured academic format.	<b>C.M3</b> Analyse project outcomes with literature review, and prescribe areas for further improvement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

A correct research approach must be selected for the research question. The approach adopted must be realistic to allow the completion of the research project in the given time frame, and allocated guided learning hours (GLH) for the unit. It must also be ethical and safe for both the research participants and learners. It is advised that centres have an appropriate ethical approval process for the projects. Assessors must provide evidence that they have approved the research project, for example a declaration of ethical approval. The methodology will be produced in the future tense and the use of first person should be avoided.

**For distinction standard**, learners will need to provide an in-depth rationale for conducting the research. They will provide justifications regarding the choice of research approach and research methods adopted. They must compare qualitative, quantitative, comparative, and mixed methods of conducting research and convey their advantages and disadvantages. They will then need to give reasons for their chosen approach. Learners will also need to justify the methods they have adopted, for example surveys, interviews, online questionnaires, active and participant observations. Furthermore, they must provide a detailed explanation of appropriate research considerations of consent, privacy, integrity, validity and reliability.

**For merit standard**, learners will give a detailed account of the research approach, data collection methods, data analysis methods, ethical considerations and health and safety considerations for the research project. A literature review will be attempted with some recent materials, and good inferences drawn. Learners will need to use literature relating to research approaches, data collection methods and research ethics to support their choice, for example The Public Services Journal and the British Education Research Association (BERA) on ethics and participation in research could be included.

**For pass standard**, learners will present their research plan using the structure outlined in the unit content. They will outline a rationale and research aims for the research project. This rationale does not have to correspond with the unit content, however it must be realistic with the intent to fill a gap in the uniformed protective service. Learners need to provide a description of the different research approaches, namely qualitative, quantitative, comparative, and mixed. They must provide a brief explanation for their choice of approach. Learners will also need to provide a description of the different research methods, for example surveys, questionnaires, interviews, active and passive observations. Any methods adopted must not present any ethical, health, or safety issues for either the research participants or learners. Learners must give some consideration to research ethics, as stated in the unit content. Learners must provide clear and concise timelines. The evidence could be presented in a number of different ways, for example via audio recordings of discussions with tutors or peers, or annotated documents. Assessors must not use observation records or Witness Testimony Forms as sole forms of evidence, although these may be used as supplementary evidence.

## Learning aims B and C

**For distinction standard**, learners will evaluate both primary and secondary data that has been collected. To examine the relevance of the data collected, learners need to refer to both primary and secondary sources of information, which may include government agency documents, appropriate journal articles, established theories and concepts, and textbooks. The conclusions reached must be prescriptive, and lead to practical implications for further research consideration for the uniformed protective service. Learners must make some form of recommendation for the research theme. This recommendation will draw on the research findings and advocate change within the uniformed protective service. Learners will also identify any strengths and limitations of the research project, which, in turn, must form the basis of any future research direction.

**For merit standard**, learners will manage the data collection and analysis process independently. Once primary data has been collected, learners will draw pertinent outcomes and ascribe meaning and reason to them. There must be evidence of deductive, inductive or abductive reasoning. How the results are interpreted will depend on the type of research approach adopted. For quantitative interpretation, numerical data must be organised in a systematic way, taking the form of tables, graphical displays, or summary statistics where appropriate. For qualitative interpretation, learners may codify the data or break it down into predetermined categories or emerging themes. Learners will answer the following four questions. What is important in the data? Why is it important? What can be learned from it? So what? These conclusions must be compared to the literature review, and any similarities and differences noted. Learners will, thereafter, identify an area or areas for further improvement. If the research question does not allow this, it may include prescribing an area or areas of further improvement regarding the research design.

**For pass standard**, learners will produce their research report using the standard structure, as outlined in the unit content. Learners will convey their ideas and information using an appropriate style of writing. The report may be written in the first or third person, but only one must be adopted throughout the report. The report must be written in the active voice, except for the methodology where a passive tone is advised. Learners may use flow charts, diagrams, charts, pictures, or any other form of imagery to support any appropriate section of the report, including the methodology. For example, a flow chart could be used to demonstrate the relationship between the research approach and data collection methods adopted. Learners must be encouraged to keep a reflective research diary documenting the full process of data collection. This may be evidenced in any format, including written, audio, video, blog, or vlog, and must form part of the appendices. The inserts must include reflections on what went well, what did not, changes made, any patterns or improvements observed, and what overall lessons can be learned. As a result, it is important that a specific model of reflection is adopted so that learners can participate in a structured process of review regarding their learning and development.

## Links to other units

This unit links to:

- Unit 3: Global Affairs, the Media and the Protective Services
- Unit 8: Sociological Perspectives
- Unit 12: Introduction to Criminology
- Unit 16: Understanding the Third Sector.

## Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

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# Unit 16: Understanding the Third Sector

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners investigate the development and importance of the Third Sector, and undertake some form of voluntary activity that relates to third sector organisations.

## Unit introduction

In this unit, you will examine the development of the Third Sector over time. You will look at changes in its scope, trends and roles.

This unit is designed to give you an appreciation of the developments and changes in the Third Sector and the increase in demand for the services that they offer. The unit will give you the opportunity to look in depth at the support the Third Sector provides, you will explore the importance and benefits to the protective services of the Third Sector. You will have the opportunity to research and investigate the different types of voluntary activity available in the Third Sector.

Once you have investigated the available opportunities, you will be required to participate in some form of voluntary work or activity in an area of your choice – this could be taking part in a one-off event for charity or carrying out voluntary activity for a period of time. You will investigate how to apply for voluntary activity and how to carry out any planning involved.

This unit will enable you to progress to employment or Apprenticeship programmes that focus on volunteering. Increasingly, the uniformed protective service is working closely with the Third Sector, for example, in dealing with large-scale incidents, offender rehabilitation and victim support. Working with Third Sector organisations is often incorporated within Public Services degrees and related degrees. A volunteering activity will allow you to gain the knowledge and experience that will support you when applying for employment after completion of this unit.

## Learning aims

In this unit you will:

- A** Investigate the development of the Third Sector and the support it gives to the uniformed protective service
- B** Research the importance and availability of the Third Sector and types of voluntary activity
- C** Explore volunteering opportunities and plan for and participate in voluntary activity.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the development of the Third Sector and the support it gives to the uniformed protective service	<b>A1</b> The Third Sector definition and features <b>A2</b> Historical development of the Third Sector <b>A3</b> The Third Sector in modern society	<p>Written report in two parts.</p> <p>Part 1 defines the term 'Third Sector' and then moves on to evaluate the historical development and current working model.</p>
<b>B</b> Research the importance and availability of the Third Sector and types of voluntary activity	<b>B1</b> Importance of the Third Sector to the uniformed protective service <b>B2</b> Different types of voluntary activity <b>B3</b> Importance and value of volunteering in Third Sector organisations	<p>Part 2 researches different volunteering opportunities in Third Sector organisations, assessing the importance and value of the support they give to individuals, groups and the uniformed protective service.</p>
<b>C</b> Explore volunteering opportunities and plan for and participate in voluntary activity	<b>C1</b> Skills required for voluntary activity <b>C2</b> Identifying suitable volunteering opportunities <b>C3</b> Undertaking voluntary activity	<p>Multimedia presentation that reviews the voluntary activity undertaken, including the plan used to investigate opportunities.</p>

## Content

### Learning aim A: Investigate the development of the Third Sector and the support it gives to the uniformed protective service

#### A1 The Third Sector definition and features

- Definition of the term 'Third Sector' – the term used to describe a range of organisations:
  - neither public sector nor private sector
  - range of Third Sector organisations includes:
    - voluntary and community organisations
    - registered charities
    - self-help groups
    - community associations and groups
    - social enterprises
    - mutual and co-operatives.
- Identifying features of Third Sector organisations:
  - independence from government funding
  - value driven – motivated to achieve social goals rather than a profit
  - reinvest any surpluses to further achieve their goals.

#### A2 Historical development of the Third Sector

Brief timeline of the development of the Third Sector.

- Early philanthropy in the 19th century – providing support for the poor and the working classes, e.g. Saltaire, Bourneville, Port Sunlight, Dr Barnardo's, Salvation Army.
- Development of the welfare state was driven by the Third Sector and was mainly delivered by Third Sector organisations, e.g. old-age pensions (introduced in 1908), national health and unemployment insurance (introduced 1911) were administered by voluntary organisations, mainly friendly societies and trade unions.
- Growth of charitable organisations to support the work of the public services, e.g. Red Cross, St John Ambulance, Royal National Lifeboat Institution, Combat Stress, RAF Benevolent Fund, Help for Heroes.
- Post World War Two development of the welfare state and the NHS moved the focus of the Third Sector, e.g. National Corporation for the Care of Old People (now the Centre for Policy on Ageing) was formed in 1947 to protect the interests of older people, the organisation that is now Mencap was founded in 1946 to support children with disabilities and learning difficulties.
- Development moved in the 1960s to a new type of professionalised, media-aware campaigning organisation, e.g. the Child Poverty Action Group (founded 1965), Shelter (founded 1966). Older organisations gradually followed the new model, symbolised by name changes for most of them – e.g. the Old People's Welfare Committee (founded in 1940) became Age UK.

**A3 The Third Sector in modern society**

- How the nature of organisations has changed to include two main aspects of the Third Sector in today's society:
  - campaigning, to bring about social change often for particular groups of society, e.g. Centrepoin campaigning for the rights of homeless people, Scope campaigning for the rights of people with disabilities, Age UK working to support the elderly population
  - service provision alongside public services, e.g. Help for Heroes supporting injured service personnel and their families, St John Ambulance and Red Cross providing first-aid training and medical support at events and major incident response.
- Changes in nature of volunteers working with the Third Sector:
  - increase in the over-50s population undertaking volunteering activities, giving skills and expertise to the Third Sector
  - development of the National Citizenship Service (NCS) to encourage young people to undertake volunteering activities
  - corporate social responsibility – businesses encourage voluntary sector support.

**Learning aim B: Research the importance and availability of the Third Sector and types of voluntary activity****B1 Importance of the Third Sector to the uniformed protective service**

- Benefits of Third Sector organisations:
  - understand the needs of service users and communities
  - closeness to the people they work with
  - ability to deliver outcomes too hard to reach groups
  - innovative delivery practice
  - ability to speak out for people and their needs to the public services and wider members of society
  - more cost effective for protective services to have third sector support
  - increase in skilled and trained staff
  - increased support when responding to major incidents – vehicles, resources, materials, knowledge and experience
  - increased support for community projects and events.

**B2 Different types of voluntary activity**

- Volunteering opportunities within Third Sector organisations:
  - healthcare-based organisations, e.g. Red cross, St John Ambulance
  - conservation projects
  - shelters for homeless people
  - youth clubs
  - street collections to raise funds
  - mountain rescue
  - emergency relief work
  - Voluntary Service Overseas (VSO)
  - cadet organisations, including ATC/CCF (RAF), army, navy, marines, police, fire service
  - hospital visiting, visiting the elderly
  - charity fundraising events
  - charity shops
  - animal sanctuaries
  - health watch schemes
  - Street Angels
  - Special Constables
  - Retained Firefighters

- British Transport Police volunteers
- Royal National Lifeboat Institution (RNLI) volunteers
- Royal British Legion.

### **B3 Importance of volunteering in Third Sector organisations**

- Benefits to Third Sector organisations of people undertaking volunteering activities:
  - expertise
  - time
  - extra help
  - bring new ideas
  - response in an emergency
  - fundraising
  - increased support
  - reduction of protective services operating costs.

## **Learning aim C: Explore volunteering opportunities and plan for and participate in voluntary activity**

### **C1 Skills to be gained by volunteering**

- Working in the Third Sector requires generic work skills alongside some sector-specific skills, depending on the organisation:
  - general skills/qualities, e.g. honesty, commitment, reliability, empathy, reliability, dedication, punctuality, trustworthy, self-motivation
  - employability skills, e.g. technical skills, people skills, improved time-management and organisational skills, communications skills, customer service skills
  - communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental
  - specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, computer skills, Sign Language, physical fitness, medical– and first-aid knowledge.

### **C2 Identifying suitable volunteering opportunities**

- Identify suitable volunteering opportunities, considering all options before making a final decision:
  - identifying work that matches skills and interests, e.g. helping with cadets, organising fundraising events, Red Cross Emergency Responders, St John Ambulance, working in the community, working in an animal sanctuary, Special Constables, working with people with disabilities, youth work, visiting elderly people, taking part in an organised event, street collecting, e.g. helping to collect donations, selling poppies for the Royal British Legion.

### **C3 Undertaking voluntary activity**

- Planning the voluntary activity to be undertaken:
  - looking at availability in terms of current commitments, e.g. college timetable, part-time paid work, playing in a sports team
  - matching skills to opportunities, e.g. undertaking a skills audit, establishing interest in available opportunities.
- Applying for voluntary activity :
  - completing the appropriate application, e.g. letter, face to face, telephone, application form, online application.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the development of the Third Sector and the support it gives to the uniformed protective service</b>		
<b>A.P1</b> Explain the historical development of the Third Sector in the UK. <b>A.P2</b> Explain how current Third Sector organisations in the UK support the work of the uniformed protective service.	<b>A.M1</b> Analyse the development of the Third Sector and the support it currently gives to UK the uniformed protective service.	
<b>Learning aim B: Research the importance and availability of the Third Sector and types of voluntary work</b>		
<b>B.P3</b> Discuss the importance of the Third Sector in giving support to individuals, community groups, and uniformed public service delivery. <b>B.P4</b> Carry out research into the types of voluntary work available in the uniformed protective service and the organisations that support it.	<b>B.M2</b> Assess the importance of the Third Sector in giving support to individuals, groups and uniformed protective service delivery.	
<b>Learning aim C: Explore volunteering opportunities and plan for and participate in voluntary activity</b>		
<b>C.P5</b> Produce a plan for investigating and preparing an application to undertake a voluntary activity. <b>C.P6</b> Carry out a voluntary activity relating to the Third Sector and reflect on your contribution.	<b>C.M3</b> Assess the voluntary activity undertaken, making recommendations for improvements.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of current volunteering opportunity information from websites and printed resources. Learners will require access to specific resources on Third Sector organisations to help them when taking part in their research into and participation in volunteering activities. It is expected that approximately 20 hours of volunteering will be carried out in total.

### Essential information for assessment decisions

#### Learning aims A and B

To show their understanding of the main stages of development, learners must carry out independent research into the development of the Third Sector. They should then explain, for at least three current Third Sector organisations in the UK, how they support the work of the protective services. Learners should produce evidence that shows the importance of Third Sector support to individuals, community groups and protective service delivery. Learners will then research the volunteering opportunities available in each of the three Third Sector organisations.

**For distinction standard**, learners will consider in detail the development of the Third Sector in the UK, and its importance. Evidence will show evaluation of the main stages of Third Sector development, covering its emergence in the 19th century, the rapid expansion in the early- and mid-20th century, and the change in focus in the late 20th and early 21st centuries. Learners will evaluate the importance of the Third Sector at each stage.

Learners will carry out research into the types of voluntary activity that can be undertaken in organisations that support the uniformed protective service, drawing on their knowledge gained in the unit. They will evaluate how the Third Sector supports individuals, groups, and uniformed protective service service delivery with clear reference to research undertaken and examples.

Learners must articulate their arguments coherently, citing references to the sources of information used.

**For merit standard**, learners will produce evidence that analyses the main stages of Third Sector development, covering the emergence in the 19th century, the rapid expansion in the early- and mid-20th century, the change in focus in the late 20th and early 21st centuries, and the support the Third Sector gives to UK uniformed protective service.

Following this analysis, the evidence should show assessment of the importance of the service provision support that the Third Sector gives to individuals, community groups and uniformed protective service organisations.

The evidence should include examples that support learners' findings and the analysis they have presented. Evidence should be presented in a structured way, citing references to the sources of information used.

**For pass standard**, learners will produce evidence that explains the historical development of the Third Sector in the UK. Learners must show that they understand the main stages of development, covering the emergence of the Third Sector in the 19th century, the rapid expansion in the early- and mid-20th century, and the change in focus in the late 20<sup>th</sup>- and early 21st centuries. The evidence presented may be brief in parts, particularly in the early stages but should be stronger in the more current stages.

Learners will then move on to explain how a minimum of three Third Sector organisations support the work of protective services organisations. Learners should discuss the importance of the support provided, giving more than just an overview. The evidence should cover individuals, groups and uniformed protective service delivery organisations.

Learners should compile evidence demonstrating that they have carried out research into the types of voluntary activity available in the protective services. Evidence should cite references to the sources of information used.



## Learning aims C and D

Learners should build on their research in learning aim B to plan and apply for undertaking voluntary activity. Learners should then carry out voluntary activity of a minimum of 20 hours. This can be carried out as a few full days or in a number of voluntary activity sessions.

Evidence of their participation in voluntary activity must be submitted by the learner, accompanied by a validated witness statement. All documents must be included in their portfolio.

**For distinction standard**, learners will evaluate their contribution to the voluntary activity undertaken. The evaluation should look at self-management and where they used initiative. The evaluation should be balanced and highlight how successful the voluntary work was in relation to supporting uniformed protective service delivery.

Learners will draw on feedback (from self-reflection and witness statements) to provide a detailed evaluation of their contribution to all aspects of their voluntary activity. They will consider their use of initiative, indicating areas where it could be improved.

Learners will then offer a detailed conclusion as to their individual self-management of their voluntary activity.

**For merit standard**, learners will review the voluntary activity they have undertaken, showing what went well and what could be improved. Learners will draw on feedback (from self-reflection and witness statements) to support their review.

Learners should then make recommendations on how they could improve their performance if they were to undertake voluntary activity in the future.

**For pass standard**, learners will produce a plan that investigates voluntary activity opportunities in the protective services. Evidence should show how learners selected their voluntary activity opportunities, and should include the accompanying applications. All relevant documents must be included in their portfolios.

Learners should then carry out the voluntary activity. This must be evidenced through appropriate documents, including their self-reflection and witness statements.

## Links to other units

This unit links to:

- Unit 1: Citizenship and Diversity
- Unit 2: Behaviour and Discipline in the Uniformed Protective Service
- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 18: Professional Development in the Uniformed Protective Service.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers and volunteering opportunities
- work experience.

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# Unit 17: Criminal Investigation Procedures and Practice

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the legal and practical processes involved in criminal investigations. Learners also explore the investigative techniques used when a crime has been committed.

## Unit introduction

Criminal investigations can range from relatively minor crimes to crimes of a very serious nature, but the procedures to be followed must be equally rigorous in all cases. Gathering suitable evidence, and presenting it appropriately, are crucial to securing a conviction. If the evidence collected by the police or other investigating service is not secure and reliable, a defendant may be acquitted, even if guilty. Similarly, there have been numerous cases where innocent people have been convicted of crimes that they did not commit, due to unreliable evidence. It is, therefore, important that investigators make use of the most appropriate methods and resources available when gathering evidence.

In this unit, you will develop an understanding of the processes used by the police and other agencies to investigate crimes. You will explore the legal rules and practical processes that criminal investigators must adhere to in order to secure a conviction in court. You will examine the burden of proof for criminal law and discuss different types and categories of crime. Securing and preserving the crime scene is a vital part of any criminal investigation and, therefore, you will explore a simulated crime scene and demonstrate appropriate processes and procedures.

The knowledge and skills developed in this unit will help you progress to a variety of employment or Apprenticeship roles such as the police, probation service and the criminal justice system. It will also support progression to higher education programmes in the protective service sector such as policing, policing and investigation, criminology and criminal justice, and public services.

## Learning aims

In this unit you will:

- A** Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective service
- B** Explore the investigative methods, resources and types of evidence used in criminal investigations by the responsible uniformed protective service
- C** Investigate the procedures used to secure a crime scene and preserve evidence by the responsible uniformed protective service.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective service	<b>A1</b> Principles of criminal law <b>A2</b> Legal framework <b>A3</b> Process from crime scene to court	A report that evaluates the legal principles and practices involved in a criminal investigation.
<b>B</b> Explore the investigative methods, resources and different types of evidence used in criminal investigations by the responsible uniformed protective service	<b>B1</b> Searches <b>B2</b> House-to-house enquiries <b>B3</b> Intelligence sources <b>B4</b> Investigative interviews <b>B5</b> Resources and techniques available to the investigating team	<p>A report that explores the investigative methods, resources and different types of evidence used in a criminal investigation.</p> <p>A simulated crime scene where the methods used to secure a crime scene and preserve evidence can be explored. An assessor observation record should be accompanied by learner evidence.</p>
<b>C</b> Investigate the procedures used to secure a crime scene and preserve evidence by the responsible uniformed protective service	<b>C1</b> Methods used to secure a crime scene <b>C2</b> Methods used to preserve evidence from a crime scene	

## Content

### **Learning aim A: Understand the processes that must be followed throughout a criminal investigation by the responsible uniformed protective service**

#### **A1 Principles of criminal law**

An outline knowledge of each principle.

- Burden of proof in criminal law.
- Types of offence:
  - against the person, e.g. rape, assault, manslaughter, murder
  - against property, e.g. theft, burglary, criminal damage
  - against public order, e.g. breach of peace, affray, riot.
- Category of offences:
  - indictable
  - non-indictable
  - triable-either-way offences.
- Elements of a criminal offence:
  - actus reus: act, omission, voluntary, causation
  - mens rea: intention, recklessness, negligence.
- Giving evidence under oath.

#### **A2 Legal framework**

An outline of the content of each Act and the importance of adhering to such laws.

- Relevant Acts that relate to the investigation of crimes:
  - Criminal Justice Act 1967
  - Criminal Procedure (Amendment) Rules 2016
  - Criminal Procedures and Investigations Act 1996
  - Data Protection Act 1998
  - Freedom of Information Act 2000
  - Human Rights Act 1998
  - Police and Criminal Evidence Act (PACE) 1984
  - Prosecution of Offences Act 1985
  - Regulation of Investigatory Powers Act (RIPA) 2000
  - Youth Justice and Criminal Evidence Act 1999
  - National Police Chiefs' Council.

#### **A3 Process from crime scene to court**

A general outline of each stage of the process.

- Initial response to reported crime.
- Preliminary and follow-up investigations.
- Incident room set up by police when they are dealing with a major crime or accident.
- Investigating leads and different lines of enquiry.
- Gathering and analysing evidence.
- Involvement of Crown Prosecution Service
- Report writing and presentation of evidence in court.

## **Learning aim B: Explore the investigative methods, resources and different types of evidence used in criminal investigations by the responsible uniformed protective service**

### **B1 Searches**

- Identifying and locating evidence:
  - search patterns used for outside searches, e.g. zone, grid, line, spiral
  - search patterns used for inside searches, e.g. grid, ceiling, walls – top to bottom
  - physical material, e.g. weapons, stolen or discarded property, mobile phone records, CCTV videotape or other media storage, documents, emails
  - forensic material – (DNA evidence), e.g. fingerprints, blood, semen, saliva, hair, firearms discharge residue, footprints, drugs.

### **B2 House-to-house enquiries**

- Main purposes of carrying out house-to-house enquiries:
  - gaining suspect and witness identification
  - gaining knowledge of events connected to the incident
  - possible sightings of the victim or offender before or after the event
  - possible sightings of relevant property or vehicles
  - possible sightings of potential witnesses
  - eliminating potential suspects
  - gathering local information and intelligence
  - providing reassurance to residents.

### **B3 Intelligence sources**

- Sources of information to support protective services investigating crimes:
  - National Intelligence Model: setting strategic direction, making prioritised resourcing decisions, allocating resources intelligently, managing associated risks
  - intelligence databases, e.g. Police National Computer (PNC), Home Office Large Major Enquiry System (HOLMES), National Ballistics Intelligence Service (NABIS), National Automated Fingerprint Identification System (NAFIS), National DNA Database, Driver and Vehicle Licensing Agency (DVLA) database, Motor Insurers' Bureau (MIB)
  - criminal records
  - crime statistics
  - recorded 999 calls
  - social media sites
  - electoral register
  - personal records, telephone, financial and mobile data and records
  - biometric data, e.g. keystroke or typing recognition, speaker recognition, hand or finger geometry recognition, facial recognition.

### **B4 Investigative interviews**

The use of different types of interviews and how they contribute to investigations.

- Interviewees:
  - victim
  - suspect/offender
  - significant witness
  - direct witness
  - vulnerable witnesses, e.g. elderly, young, disabled, non-English speaking, professional experts
  - hostile witness
  - reluctant witness.
- PEACE model of interviewing: (preparation and planning, engage and explain, account, clarify and challenge, closure and evaluation).

- Interviewer: trained, specialised, e.g. rape, sexual abuse cases.
- Location, e.g. police station, home.
- Interview conduct: e.g. tape recording, DVD recording.
- Interview techniques: e.g. non-verbal, observation, use of open and closed questions, multiple-choice questions, leading or misleading questions, detecting deception, inappropriate use of force, false confessions.
- Types of oral evidence:
  - corroborative
  - circumstantial
  - hearsay evidence
  - eyewitness testimony: factors affecting testimony, e.g. attention, perception, reconstructive memory, encoding information.
- Expert witnesses, e.g. police officers, fire and rescue officers, paramedics, scene-of-crime officers (crime scene investigators), medical or technical experts.

### **B5 Resources and techniques available to the investigating team**

An awareness of the resources that the investigating team has access to and when their uses may be appropriate.

- Technical aids, e.g. bugs, cameras, electronic facial ID software, forensic gait analysis, automatic number plate recognition (ANPR), Police National Computer (PNC).
- National agencies:
  - Crown Prosecution Service (CPS)
  - National Police Co-ordination Centre (NPoCC)
  - National Crime Agency (NCA) liaison officers
  - ACPO criminal records office (ACRO)
  - Senior Investigating Officer (SIO)
  - Department for Transport
  - Health and Safety Executive (HSE)
  - HM Revenue and Customs (HMRC)
  - Ministry of Defence (MOD)
  - National Health Service (NHS)
  - Prison and Probation Ombudsman
  - REFLEX (a multi-agency taskforce dealing with organised immigration crime)
  - Serious Organised Crime Agency (SOCA)
  - Criminal Cases Review Commission
  - NCPE Operations Centre.
- International agencies:
 

(globalisation of crime, crimes being committed in UK by foreign criminals, British criminals living abroad)

  - INTERPOL
  - Europol
  - International Liaison Officer (ILO)
  - United Nations Office on Drugs and Crime (UNoDC).
- Profiling techniques.
- Surveillance techniques, e.g. phone tapping, communications data surveillance, interception of communication, traffic data surveillance.

**Learning aim C: Explore the procedures used to secure a crime scene and preserve evidence by the responsible uniformed protective service****C1 Methods used to secure the crime scene**

- Officers attending, e.g. police officers, fire and rescue officers, paramedics, crime scene investigators, pathologists, forensic scientists, photographers, Health and Safety Executive officers.
- Role of first officer attending.
- Golden hour considerations.
- Conduct a scene walk-through.
- Restriction of the scene and restriction of access, e.g. police tape, vehicles, police officers, forensic tents, cordon log.
- Exclude all unauthorised personnel from scene.
- Determine the lead investigator.

**C2 Methods used to preserve evidence from a crime scene**

The different methods used to secure and preserve evidence.

- Observation and recording of the scene, identifying and targeting evidence, e.g. crime scene notes, body-worn videography, photography, sketches.
- Limiting contamination from search officers, e.g. use of protective suits, gloves, masks.
- Documenting crime scene evidence, e.g. crime scene notes, sketches and photographs, evidence labels.
- Recovery of trace materials: methods of collection, e.g. casting, swabbing, hand picking, taping, shaking, brushing and vacuuming.
- Chain of custody, packaging and labelling, e.g. paper bag, plastic bag, evidence tubes.
- Storage and transport of a variety of materials while preserving the integrity of the evidence.
- Continuity of evidence.
- Route of evidence: Scientific Support Unit (SSU), forensic laboratory, court.
- Value of evidence: relevant evidence, admissible evidence, inadmissible evidence.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the processes that must be followed throughout a crime investigation by the responsible uniformed protective service</b>		<b>A.D1</b> Evaluate the importance of criminal investigators adhering to the main legal and practical principles and processes of the criminal legal system in order to secure a conviction.
<b>A.P1</b> Describe the main principles of the criminal legal system.  <b>A.P2</b> Discuss the importance of criminal investigators following appropriate legal and practical principles and processes in order to secure a conviction.	<b>A.M1</b> Analyse the importance of criminal investigators adhering to the main legal and practical principles and processes of the criminal legal system in order to secure a conviction.	
<b>Learning aim B: Explore the investigative methods, resources and types of evidence used in criminal investigations by the responsible uniformed protective service</b>		<b>B.D2</b> Evaluate the range of methods, resources and types of evidence used during criminal investigations.  <b>C.D3</b> Evaluate the approaches used in a simulated crime scene to effectively secure the scene and preserve evidence, as required during a criminal investigation.
<b>B.P3</b> Discuss the different types of evidence that may be presented when a crime has been committed.  <b>B.P4</b> Describe the range of methods and resources used to gather evidence in criminal investigations.	<b>B.M2</b> Assess the range of different methods, resources and types of evidence used in criminal investigations.	
<b>Learning aim C: Investigate the procedures used to secure a crime scene and preserve evidence by the responsible uniformed protective service</b>		
<b>C.P5</b> Describe the different approaches to secure and preserve a crime scene in a simulated crime scene.  <b>C.P6</b> Perform an investigation of a simulated crime scene, using appropriate methods to gather evidence.	<b>C.M3</b> Assess the different approaches to secure and preserve a crime scene in a simulated crime scene.  <b>C.M4</b> Perform an effective investigation of a simulated crime scene, using appropriate methods to gather and analyse evidence.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, C.M4, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a simulated crime scene set up by assessors (for learning aim C), paying attention to the information below regarding the type of “evidence” that should be available
- additional items which may not be relevant to the simulated crime scene
- a suitable crime scenario (prior to the search).

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will investigate the case study and provide an evaluation of the strengths and weaknesses of how the legal principles and practices were, or were not, adhered to during the case. Learners should provide a supported judgement of how this impacted on the outcome of the case. Relevant legislation will be examined with a discussion as to whether or not this was applied correctly in the case study. The two criminal elements, actus rea and mens rea, should be explored in greater detail with an evaluation of why both elements must be present for a suspect to be found guilty of a criminal offence. Learners should provide an analysis of how these two elements were, or were not, present in the case study used.

**For merit standard**, learners will analyse the case study in detail. They will examine the evidence provided in the case, and will identify the areas where a secure conviction may have been jeopardised by the incorrect use of principles or practices. For example, if the PACE legislation is not followed correctly, an arrest could be deemed illegal and this could seriously affect the outcome of the case. The burden of proof for criminal offences should be examined in detail along with the different types and categories of criminal offences. Learners should also include an explanation of the two elements of criminal liability.

**For pass standard**, learners will examine a relevant case study from British case law and provide a summary of the reasons which led to the outcome of the case. They will outline the three different categories of crime, the burden of proof in criminal cases and include a brief description of the actus rea and the mens rea. Learners will identify the laws that are in place to ensure a criminal conviction is sound and summarise the process of the investigation from crime scene to court and the role of expert witnesses.

#### Learning aims B and C

Learners will be provided with relevant British case studies which include different methods, resources and types of evidence available to criminal investigators after a crime has been committed.

Learners will use a simulated crime scene to carry out the role of officers attending a real crime scene in order to secure the scene and preserve evidence. In most cases, these would be police officers or crime scene investigators, but could also be members of the fire and rescue service or ambulance service. Learners should work in small groups to process the scene, from first walk-through to the identification, collection and packaging of the evidence. A lead officer should be elected and a plan produced for the search. Team members should be appropriately briefed regarding the search arrangements and roles assigned for the restriction of access to the scene, collection of evidence, crime scene notes, photographs and sketches. Learners must collect several pieces of evidence, for example bloodstained clothing, a weapon with fingerprints or firearm with traces of discharge residue, footprint, hair and personal items left at the scene.

**For distinction standard**, learners will refer to relevant case studies from British case law to explore and evaluate the different investigative methods and resources which were used to gather different types of evidence during criminal investigations.

Learners should discuss the advantages and disadvantages of these methods. The strengths and weaknesses of the different types of evidence used by criminal investigators should also be examined. They will discuss the possible consequences if appropriate processes and procedures to gather evidence are not used.

Learners will review the approaches they have taken to preserve the simulated crime scene, providing reasons for their choices. They should evaluate the methods used during the search of the crime scene in order to consider how effective these were. The problems that may arise from not adhering to the processes required for securing a crime scene and preserving evidence should be discussed. For example, the evidence could be deemed to be unreliable, and any evidence seized would potentially be inadmissible in court, leading to possible miscarriages of justice. Examples of such cases from British case law should be provided.

**For merit standard**, learners will refer to relevant case studies from British case law to critically examine the range of investigative methods and resources which are available to criminal investigators after a crime has been committed. They will illustrate where the main evidence in a case was deemed to be unreliable, impacting on the outcome of the case, or where the main evidence in a case was later discredited at appeal.

Learners will explore the different types of evidence available to criminal investigators, for example where the use of DNA evidence in criminal investigations has been a major development in securing convictions. Learners should compare the evidence of expert witnesses, often crucial in a criminal case, and other types of evidence used in helping to secure a safe conviction in court.

After carrying out relevant research, learners will also carry out an effective investigation of a simulated crime scene, gathering appropriate evidence for court while taking care to limit contamination. Learners will produce detailed crime scene notes, photographs and sketches. Learners will analyse and assess each item as relevant or admissible evidence in court. They should carefully consider the various resources and techniques available and draw conclusions about their suitability and reliability for different types of crime. When collecting evidence, learners must select appropriate collection and packaging methods in order to demonstrate and maintain the integrity of forensic evidence. The different approaches that could be taken to secure and preserve a crime scene, including a simulated crime scene, should also be explored and an appropriate search method should be selected. An observation document completed by an assessor should also be provided.

**For pass standard**, learners will research the range of methods, resources and different types of evidence which are used during criminal investigations. Learners will provide a brief description of each method used, the different types of evidence and the value of such evidence which may be presented in court.

After carrying out relevant research, learners will also carry out an investigation of a simulated crime scene, following protocols and processes appropriately and gathering appropriate evidence for court while taking care to limit contamination. Learners will produce brief crime scene notes, photographs and basic sketches. Learners will show a basic assessment of each item of evidence to make decisions of relevance or admissibility in court. They should carefully consider the various resources and techniques. When collecting evidence, learners must select appropriate collection and packaging methods in order to demonstrate and maintain the integrity of forensic evidence. An appropriate search method should be selected. An observation document completed by an assessor should also be provided.

### Links to other units

This unit links to:

- Unit 12: Introduction to Criminology
- Unit 14: Police Powers and the Law.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

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# Unit 18: Professional Development in the Uniformed Protective Service

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the knowledge required for different career pathways in the uniformed protective service, completing a personal skills audit, developing a career action plan and practising interview skills.

## Unit introduction

The uniformed protective service are a competitive, wide-ranging employment field with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway.

In this unit, you will research the different possible careers and the associated job roles in the protective services. As you move through the unit, you have the opportunity to analyse your own skills and identify how to develop them into a career through the use of a career plan, researching your chosen career to understand how to access and progress within it. The unit allows you to take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific technical knowledge and skills required to access and progress in a selected career pathway in the uniformed protective service, and then develop an action plan towards achieving your selected career aim.

This unit will prepare you for progression to a career in the protective services, by developing your understanding of investigation, career planning and an awareness of the skills and qualities that protective service employers look for in a potential employee.

## Learning aims

In this unit you will:

- A** Investigate career and job opportunities in the uniformed protective service
- B** Explore own skills, using a skills audit, to inform a career development action plan
- C** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
- D** Reflect on the recruitment and selection process and own individual performance.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate career and job opportunities in the uniformed protective service	<b>A1</b> Scope and provision of the uniformed protective service <b>A2</b> Careers and jobs in the uniformed protective service <b>A3</b> Professional training routes in the uniformed protective service <b>A4</b> Sources of continuing professional development (CPD)	<p>A report that justifies the selection of a uniformed protective service career pathway, following an investigation into two different career pathways, focusing on short- and long-term prospects and the knowledge, skills and qualities required to achieve them.</p> <p>Career development action plan (CDAP), supported by evidence of personal skills audit outcomes.</p>
<b>B</b> Explore own skills, using a skills audit, to inform a career development action plan	<b>B1</b> Personal skills audit for potential careers <b>B2</b> Planning personal development towards a career in the uniformed protective service <b>B3</b> Maintaining a personal portfolio/record of achievement and experience	
<b>C</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	<b>C1</b> Job applications <b>C2</b> Interviews and selected career pathway-specific skills	<p>Learners must participate in protective services-related recruitment and selection activities. They will need to undertake a simulated interview, conduct a simulated entrance test and complete the appropriate documentation.</p>
<b>D</b> Reflect on the recruitment and selection process and own individual performance	<b>D1</b> Review and evaluation <b>D2</b> Skills, weaknesses, opportunities and threats (SWOT) analysis and action plan and SMART targets	<p>Ability to review own performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>Completed SWOT analysis relating to performance in interview assessment activity, linked to a personal development plan and CDAP.</p>



## Content

### Learning aim A: Investigate career and job opportunities in the uniformed protective service

#### A1 Scope and provision of the protective services

The size, breadth and geographic spread of the uniformed protective service locally and nationally, and factors that affect protective service provision and employment opportunities.

- Uniformed Protective service provision data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, link to size of population served.

#### A2 Careers and jobs in the protective services

- Key pathways – general entry point (e.g. police constable, firefighter, rating in Royal Navy, Airman in RAF, soldier in army), officer entry (e.g. RAF, army, navy), apprenticeships, volunteer roles (e.g. special constable), part-time roles (e.g. retained firefighter), reserve roles in the armed services.
- Employers – public (e.g. uniformed and non-uniformed service providers), private (e.g. private security organisations, private healthcare providers), voluntary and Third Sector (e.g. mountain and cave rescue, air ambulance, St John Ambulance, Red Cross).
- Sources of information on careers in the protective services.
- Definitions of types of employment and practical examples across different protective services and career pathways, locally and nationally:
  - full-time
  - part-time
  - voluntary and reserves
  - apprenticeships.

#### A3 Professional training routes in the protective services

- Career pathways – progression routes and successive jobs in different pathways:
  - direct entry, e.g. no formal requirements for qualifications, skills and education obtained while employed
  - graduate entry, e.g. post-Level 3 or graduate entry to ensure the correct level of knowledge and skills have been obtained prior to entry
  - internal progression, e.g. transfer of role within the same service such as police community support officer (PCSO) to police constable, general soldier to commissioned role, Royal Marine to police officer or army infantry to fire fighter
  - cross-service progression, e.g. to provide specific skills from one service to another, e.g. Royal Navy to fire service, Paratroop Regiment in the army to Royal Marine Commando, Royal Marine to Royal National Lifeboat Institution (RNLI) coastguard
  - education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education.
- Job descriptions and personal specifications for protective services jobs.
- Industry standards – suitability vetting, e.g. criminal record check for most uniformed protective services, enhanced criminal record check for the police, organisational policies and procedures.

#### A4 Sources of continuing professional development (CPD)

Maintaining professional development in specific career pathways.

- Memberships of professional bodies – fees, qualification, logs of CPD.
- Required updates to professional competences, e.g. first aid, safeguarding, maintenance of fitness levels.
- Career progression training – specific to sector, higher levels of qualification, management training, sector-specific, business or generic management, higher education (FdSc, BA, BSc).
- Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, local resilience forums.

## **Learning aim B: Explore own skills, using a skills audit, to inform a career development action plan**

### **B1 Personal skills audit for potential careers**

Producing a personal skills audit against a chosen career pathway.

- Interests and accomplishments.
- Qualities – reliability, integrity, commitment, resilience, empathy.
- Basic skills – literacy, numeracy and IT, leadership skills, conflict resolution skills.
- Experience, e.g. cadet membership, work, travel, membership of uniformed organisation such as the Scouting Movement.
- Qualifications – educational and sector-specific, including the Duke of Edinburgh scheme (DofE), or National Citizenship Services (NCS).
- Generic employability skills – teamwork, cooperation, communication, problem-solving.
- Using SWOT (strengths, weaknesses, opportunities, threats) analysis.

### **B2 Planning personal development towards a career in the protective services**

- Use of personal skills audit to produce an action plan towards a protective service career, including SMART targets.
- Identification of key timescales, e.g. immediate actions, short-, medium- and long-term planning.
- Identification of training/educational/experiential aims, and processes to achieve these goals.
- Careers guidance and support available, and educational choices.
- Career development action plan (CDAP) – definition, higher levels, specialism and diversification, aims, milestones, measures.
- Professional development activities – workshops, training, job shadowing, self-reflection.

### **B3 Maintaining a personal portfolio/record of achievement and experience**

- Personal portfolio/record of achievement:
  - educational certificates
  - protective services specific awards
  - protective services-related achievements
  - testimonials and witness statements
  - press cuttings where appropriate
  - work experience
  - volunteering
  - any other relevant evidence.

## **Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway**

### **C1 Job applications**

- Selection of a job role in a suitable protective services career pathway, identified from skills audit and career development action plan (CDAP), and preparation of all the relevant documents:
  - a job advertisement
  - job analysis
  - job description
  - person specification
  - application form
  - personal CV
  - letter of application.

**C2 Interviews and selected career pathway-specific skills**

- Communication skills required for interview situations – body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, body language, dress, interview questions.
- Presentation skills.
- Career pathway-specific technical knowledge/skills displayed, e.g. teamwork, communication, protective services specific knowledge.
- Interview feedback form.
- Observation form.
- Reviewing peer group applications.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.
- Selection testing, psychometric testing, short tests, fitness testing.

**Learning aim D: Reflect on the recruitment and selection process and own individual performance****D1 Review and evaluation**

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

**D2 Skills, weaknesses, opportunities and threats (SWOT) analysis and action plan And SMART targets**

- SWOT analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared and how it supported the activity.
- Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan with SMART targets to highlight how to address any weaknesses in skill set.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate career and job opportunities in the uniformed protective service</b>		<b>AB.D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the uniformed protective service career.
<b>A.P1</b> Explore the different career pathways, the associated job opportunities and their requirements in the uniformed protective service. <b>A.P2</b> Explain the development pathway into a selected career in the uniformed protective service.	<b>A.M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the uniformed protective service.	
<b>Learning aim B: Explore own skills, using a skills audit, to inform a career development action plan</b>		
<b>B.P3</b> Explain how selected protective services career matches own personal skills audit outcomes. <b>B.P4</b> Create a career development action plan to meet the requirements of intended protective services career using skills audit outcomes.	<b>B.M2</b> Analyse own personal skills audit outcomes and produce a career development action plan to meet the requirements of a chosen career.	
<b>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</b>		<b>CD.D2</b> Justify individual responsibility and effective self-management during the protective services recruitment activity. <b>CD.D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected uniformed protective service career pathway.
<b>C.P5</b> Prepare appropriate documentation for use in selection and recruitment activities. <b>C.P6</b> Participate in the selection interviews and activities as an interviewee.	<b>C.M3</b> In interviews and activities, demonstrate questioning skills and giving analytical responses, and participate in activities to allow assessment of skills and knowledge.	
<b>Learning aim D: Reflect on the recruitment and selection process and own individual performance</b>		
<b>D.P7</b> Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.	<b>D.M4</b> Analyse the results of the process and how their skills development will contribute to their future success.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P5, C.P6, D.P7, C.M3, D.M4, CD.D2, CD.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a range of current protective services career pathway information from websites and printed resources
- specific resources to assist them when taking part in selection and interview simulation activities, for example simulation entrance tests.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must carry out independent research into two different uniformed protective service career pathways to show their understanding of relevant employment opportunities, progression and required knowledge, skills and qualities. Learners must then select one pathway that is appropriate to them, based on the outcomes of a personal skills audit and goals identified during the development of their CDAP.

**For distinction standard**, learners will carefully consider, and give reasons to support, arguments as to how their own skills and CDAP aligns to the selected career, following an investigation into the scope, opportunities and requirements for employment in two contrasting uniformed protective service career pathways. Learners' investigations of contrasting career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required. Learners must articulate their arguments coherently with reference to sources of information.

Following the investigation comparing the two career pathways, learners will select one career pathway that most closely aligns to their own interests, knowledge, skills, qualities and qualifications, as identified through their personal skills audit outcomes and CDAP.

They will compare their own skills audit with the gaps they need to pursue through professional development. They will then evaluate their personal knowledge of skills levels in these specific areas, making justified suggestions of development aims and specific actions to achieve these aims. Recommendations will be supported by reference to sources of information from protective services organisations.

**For merit standard**, learners will analyse different careers and the related professional development requirements in their chosen uniformed protective service. They will draw reasoned conclusions based on their analysis of the scope of the career and associated job roles. Learners will draw on the knowledge gained through the unit to select a specific career to carry out further targeted research to explain specific skills, qualities, qualifications and training routes.

They will then analyse their personal levels in these specific areas with reference to the outcomes from their own personal skills audit. Learners will make justified suggestions of personal development aims as part of the creation of a CDAP that is specifically relevant to the selected career pathway.

Learners must articulate their arguments coherently with reference to sources of information and relevant data.

**For pass standard**, learners will explain different careers in the protective services. Learners must be able to show they understand the employment roles that relate to two different pathways. They will give examples of appropriate career opportunities and details of opportunities in a local and national context. Learners are encouraged to use considered examples to support their explanations. Learners will relate their explanation to a specific career and the specific skills, qualities, qualification and training routes required for that career. They will be able to match their own skills outcomes that have been identified through a personal skills audit to a selected career pathway and then explain their personal knowledge and skills levels in these specific areas.

Learners will develop a CDAP based on their research of a selected career pathway and the outcomes of their own personal skills audit. The plan will identify the knowledge, skills and qualities required by the job roles and progression in the selected career. They will clearly state the aim, goals, methods, means, timelines, milestone markers and measures for achieving these. Learners will consider the knowledge and skills they are learning across the qualification when formulating the plan.

Learners must articulate their arguments coherently with reference to sources of information.

### Learning aims C and D

Learners will undertake a simulated interview and assessment activity panel. This will enable learners to display personal interview response skills.

Learners will be assessed through a simulated assessment activity, for example a simulated entrance test. This will enable learners to apply and refine generic and technical knowledge and skills learned from across the qualification. Witness statements will need to be completed by the teacher, recording participation and including feedback that learners can use to help update the SWOT developed as part of the skills audit task.

Learners will demonstrate effective communication skills. They will respond to interview questions that clearly relate to their selected career pathway job role and which allow skills and competencies to be assessed. Relevant documents relating to the simulated assessment should be included in their portfolios.

**For distinction standard**, learners will make an individual, detailed evaluation of the application documents used. The report will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview and assessment activity.

It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice.

Learners will draw on a range of feedback (from own reflection and witness statements) to provide a detailed evaluation of their own performance in all aspects of the interview assessment activities. They will consider the appropriateness, significance and advantages/disadvantages of the selection of activities they performed, and to the responses they gave to questioning. Learners will then consider the strengths or weaknesses of their performance, supported by well-considered examples, based on their research of the knowledge, skills and qualities required for a job in their selected career pathway.

Learners will offer a detailed conclusion as to how their preparation for, and performance in, interview and assessment activities will support career progression.

**For merit standard**, learners will offer an individual analysis of the effectiveness of their responses to interview questions and assessment activities in assessing skills and knowledge. Learners will consider the knowledge and skills that they have, that they can develop through their qualification, and that they require for their selected career pathway. A report will include clear analysis of the interview and assessment activity. Learners will show clear links between skills development and enhancement of their career prospects.

**For pass standard**, learners will create the relevant recruitment selection documents for a specific job role from a selected career pathway. In order to contribute to the development of employability skills, the role selected will be realistic to learners' current skills. Documents will be fit for purpose, professional and written in appropriate professional language. Job application forms must be completed in full.

Learners will undertake an appropriate simulated assessment activity to support their application and interview for a role in their selected career pathway. Learners will consider the knowledge and skills they have learned in the appropriate units and apply these to their simulated interview, for example drawing on knowledge of current diversity initiatives or political issues when responding to questions.

Evidence will include a detailed updated SWOT analysis of the individual performance in the interview and assessment activity task. Details of any other personal experiences of employment interviews may be referred to here and used to support the career development action plan.

### Links to other units

This unit links to:

- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 16: Understanding the Third Sector.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops, masterclasses and interview opportunities
- work experience
- own recruitment material as exemplars
- opportunities to visit suitable careers offices or recruitment centres.



# Unit 19: Technological Systems to Support Service Delivery

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners develop an understanding of the different types of technological system used in the uniformed protective service, and the legal and security requirements for using them.

## Unit introduction

The uniformed protective service rely heavily on information and communication technology (ICT) to carry out their purpose and role. Uniformed protective service personnel need to have a good understanding of the different types of ICT used, be proficient in their use and have knowledge of the challenges they pose. With the ongoing development of technology, personnel need to keep up to date with the legal obligations and security requirements of ICT use. They also need to understand how the local and wider community use emerging ICT, and adapt service and delivery accordingly.

In this unit, you will investigate the different types of ICT, ranging from mobile handheld devices to evidence captured by drones in missing person's cases. Additionally, you will evaluate the impact of technology on a selected service. You will research how cyberspace is used by the public, its relationship to cybercrime and its impact on the service and delivery of the protective services. Further research into the legal and security requirements of ICT will be carried out.

This unit will support your progression to employment or Apprenticeship opportunities linked to the uniformed protective service such as Policing, Criminology and Cybercrime, and Fire Investigation. The unit also supports progression to Public Service degree programmes containing modules such as Understanding Security and Policing in the 21st century, Crime and New Technologies, Terrorism and Security. The unit will enable you to develop knowledge of technological systems relevant to a range of employment opportunities in the uniformed protective service.

## Learning aims

In this unit you will:

- A** Investigate information and communication technology (ICT) used by the uniformed protective service
- B** Explore the impact of cybercrime on the uniformed protective service and how ICT is used to meet challenges
- C** Research the legal and security requirements observed by the uniformed protective service when using ICT.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate information and communication technology (ICT) used by the uniformed protective service	<b>A1</b> Introduction to ICT in the uniformed protective service <b>A2</b> Types of ICT and monitoring equipment	Application to case study on ICT used by a selected uniformed protective service requiring learners to: focus on <ul style="list-style-type: none"> <li>the relationship between ICT and the role in the selected service</li> <li>the national, regional and local types of ICT used in that service and how effective they are</li> <li>impact of the technology used within the selected service.</li> </ul>
<b>B</b> Explore the impact of cybercrime on the uniformed protective service and how ICT is used to meet challenges	<b>B1</b> Challenges presented by cyberspace <b>B2</b> Meeting the challenges of cybercrime <b>B3</b> Impact on the uniformed protective service	A presentation, with notes, evaluating the impact of cybercrime on a role within a selected protective service and how the service meets such challenges. It will include a comparison of the different challenges posed by cyberspace and cybercrime and how they are being met by GCHQ, National Cyber Security Centre, NCA, and the Joint Forces Cyber Group.
<b>C</b> Research the legal and security requirements observed by the uniformed protective service when using ICT	<b>C1</b> Legal requirements <b>C2</b> Security requirements <b>C3</b> Organisational and individual responsibilities	A report that justifies the legal and security requirements for the protective service in the use of ICT. The report will focus on: <ul style="list-style-type: none"> <li>the different laws that are required when using ICT</li> <li>the benefits of individual security, and layered cybersecurity</li> <li>the need to have both legal and security requirements when using ICT.</li> </ul>

## Content

### Learning aim A: Investigate information and communication technology (ICT) used by the uniformed protective service

#### A1 Introduction to ICT and the uniformed protective service

- Relationship between ICT and protective services:
  - empowering protective service officers and staff, collaborative opportunities and ways of working together, deploying common services to citizens, operational effectiveness and efficiency, harmonising day-to-day experiences for service personnel and citizens, cost-cutting.

#### A2 Types of ICT in the uniformed protective service and monitoring equipment

- National, regional and local information communication technology.
- National data systems (centralised and fragmented) data systems:
  - Police National Computer (PNC): national database of information available to all police forces and law enforcement agencies throughout the UK. Details held include:
    - names: personal descriptions, bail conditions, convictions, custodial history, wanted or missing reports, warning markers, pending prosecutions, disqualified driver records, cautions or court orders, drink-drive-related offences, reprimands, formal warnings, firearms certificates
    - vehicle and driver information
    - property: different types of stolen and found property
  - National Automatic Number Plate Recognition (ANPR) Data Centre
  - National DNA Database (NDNAD):
    - stores and matches DNA profiles – ‘cold-hits’
    - ethics of having a national DNA database.
- Regional and local: ICT is also needed at ground level. Local computer systems and devices are used for recording of incidents, sharing information, gathering intelligence, and taking action. These include:
  - Digital Mobile Policing:
    - Body Worn Video (BWV) cameras
    - mobile handheld data devices
    - handheld radios
  - drones/unmanned aerial vehicles
  - In-Vehicle Information Systems (IVIS): first-responder on-board computers
  - Geographical Information System (GIS): identifying position of protective service officers, integrated with command and control, giving real-time feedback
  - Auto Number Plate Recognition (ANPR)
  - mobile speed cameras
- Advantages and disadvantages surrounding the use of specific national and local ICT to support service and delivery, e.g. NDNAD, drones, BWV.
- External monitoring of ICT:
  - tracker devices fitted to vehicles
  - Global Positioning Systems (GPS) on mobile phones, uniformed protective service radios
  - closed-circuit cameras
  - use of credit or debit cards to determine location.

## **Learning aim B: Explore the impact of cybercrime on the uniformed protective service and how ICT is used to meet challenges**

As more crime is resurfacing online, the protective services have to adapt their resources accordingly. Not only do they have to keep up with the pace of change, they also need to have preventative ICT measures in place.

### **B1 Challenges presented by cyberspace**

- Cyberspace: virtual environment generated by computer networks where interaction between netizens occurs:
  - cybercrime
    - deep web
    - darknet
    - identity theft and fraud
    - malicious hacking: theft of intellectual property, blackmail/ransomware, spyware
    - online grooming
    - online hate crime
    - obscene and offensive content: content that contravenes the Sexual Offences Act 2003
    - cyberterrorism
  - social media: sexting, online bullying, internet trolling
  - a comparison of online and offline crime and the challenges in their resolution.

### **B2 Meeting the challenges of cybercrime**

Protective services must safeguard the public against online crime. The following organisations meet these challenges head on.

- Government Communications Headquarters (GCHQ):
  - history
  - function:
    - defend: against evolving cyber threats
    - deter: make UK a difficult target for all forms of cybercrime
    - develop: resilience by innovation in cyber security
  - National Cyber Security Centre:
    - role and function
    - current programmes and campaigns
  - praise and criticism of GCHQ.
- National Crime Agency:
  - National Cyber Crime Unit (or any agency undertaking its function at time of delivery):
    - provides a multi-agency rapid response
    - targets cyber criminals to prevent criminal opportunities at a national and international level
    - offers technical, strategic and intelligence support to local and regional law enforcement, as well as supporting the training of the Cyber Crime Units within each ROCU
    - works with partners to create new ways to trace, identify, and prevent cybercrime, e.g. Artificial Intelligence (AI) software that identifies patterns of behaviour.
- Joint Forces Cyber Group.
- Other ways in which protective services meet the challenges of cybercrime:
  - online and offline awareness campaigns
  - working with third-sector organisations to detect illegal content, e.g. Internet Watch Foundation
  - lobbying government to pressurise industry to self-regulate
  - working with private industry to develop filter technology.

**B3 Impact on protected services**

- Positives:
  - working with different partners to prevent cybercrime, e.g. ICT industry, government, and international organisations
  - cutting-edge training and awareness
  - provide a leaner and more efficient service and delivery.
- Negative:
  - difficulties in tracing, identifying and preventing ever-changing cybercrime
  - lacking the specialised human resources to tackle the increase in organised cybercrime
  - problems with sustaining a campaign due to lack of funding
  - working against the technological tide
  - financially draining

(and other positive and negative impacts at time of delivery).

**Learning aim C: Research the legal and security requirements observed by the uniformed protective service when using ICT**

The uniformed protective service have a legal duty to make sure all ICT conforms to national and industry security standards.

**C1 Legal requirements**

- National Regulation: Ofcom, Communications Act 2003, Data Protection Act 1998, Freedom of Information Act 2000, Investigatory Powers Act 2016, Update to Communications Act 2016, Computer Misuse Act 1990.
- International Standards Organisation and industry standards
- Impact of legislation and standards on protective services delivery:
  - more accountable
  - compelled to change and meet standards
  - encouraging periodic updating
  - more focus on quality and the minimisation of risk.

**C2 Security requirements**

- Individual security: password protection, maintenance of individual ID security and not allowing another user to use usernames and passwords, regular changing of passwords.
- Layered cyber security:
  - physical security of hardware: security of servers, hard drives, and other data storage devices
  - wireless security: Wired Equivalent Privacy (WEP) and Wi-Fi Protected Access Version 2 (WPA2), Wireless Intrusion Prevention Systems (WIPS) or Wireless Intrusion Detection Systems (WIDS), encryption of radio systems
  - software security: filter software technology detecting keywords and phrases, password security, two-factor authentication, email security, anti-malware security
  - user security: user policies and procedures, monitoring passing of sensitive information during use, continuous security training of all users (and other forms of security at time of teaching).

**C3 Organisational and individual responsibilities**

- Organisation responsibility, to include having:
  - an organisational data protection policy
  - information security policy
  - information security manager
  - systems and processes in place for data security.
- Individual responsibility includes safekeeping and regular changing of passwords, conforming with organisational policy on the use of the internet.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate information and communication technology (ICT) used by the uniformed protective service</b>		<b>A.D1</b> Evaluate the impact of technology in a selected uniformed protective service.
<b>A.P1</b> Outline the relationship between ICT and a role in a selected uniformed protective service.	<b>A.M1</b> Analyse the different types of ICT and external monitoring technology used by a selected uniformed protective service.	
<b>A.P2</b> Explain how different types of ICT are used in a selected uniformed protective service to support its function.		
<b>Learning aim B: Explore the impact of cybercrime on the uniformed protective service and how ICT is used to meet challenges</b>		<b>B.D2</b> Evaluate the impact of cybercrime on a uniformed protective service and how such challenges are met.
<b>B.P3</b> Describe the different types of challenge cyberspace presents for a uniformed protective service.	<b>B.M2</b> Compare the different types of challenge cybercrime presents for a uniformed protective service, and how they are met.	
<b>B.P4</b> Explain ways in which a protective service is meeting the challenges of cybercrime.		
<b>Learning aim C: Research the legal and security requirements observed by the uniformed protective service when using ICT</b>		<b>C.D3</b> Justify the legal and security requirements for the uniformed protective service in the use of ICT.
<b>C.P5</b> Identify the legal requirements for the uniformed protective service when using ICT.	<b>C.M3</b> Analyse the legal and security requirements for the uniformed protective service when using ICT.	
<b>C.P6</b> Explain the security requirements and their benefits when using ICT.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to current information on the different types of ICT used within the uniformed protective service. This is especially the case regarding ICT that has recently been introduced. Ideally, understanding how the different types of ICT are used, the skills needed to use them, and their benefits could be relayed through visiting active service personnel or other guest speakers. Learners must be given sufficient opportunity to explore the GCHQ programmes on offer in depth, to fully appreciate how the challenges of cybercrime are being met.

### Essential information for assessment decisions

#### Learning aim A

To achieve Learning aim A, learners must use a case study. From the case study they are expected to draw out the types of ICT and monitoring equipment used, and apply knowledge gained.

**For distinction standard**, learners will evaluate the short- and long-term impact that the technology in the case study has had on the protective service in question. Learners will also determine the technology's effectiveness in terms of supporting the protective service, before coming to conclusions about any suggested improvements if necessary.

**For merit standard**, learners will provide a thorough explanation and analysis of the effectiveness of the ICT used in the protective service mentioned in the case study. This should include whether it is current and useful. They will discuss any strengths and weaknesses to service and delivery when using ICT.

**For pass standard**, learners will describe the relationship between ICT and the uniformed protective service mentioned in the case study. This should include empowering uniformed protective service officers and staff, collaborative opportunities and ways of working together, deploying common services to citizens, operational effectiveness and efficiency, harmonising day-to-day experiences for service personnel and citizens, and cost-cutting. They will explain all the different types of ICT and monitoring equipment mentioned in the case study, and explain how these support the function of the service in question.

#### Learning aims B and C

**For distinction standard**, learners will carry out in-depth research relating to the different challenges cybercrime presents in a selected protective service. Learners will research and evaluate a variety of ways in which the protective service meets those challenges. They will justify the legal and security requirements when using ICT, by assessing the benefits and risks, if any, of having layered cyber security, including meeting international and industry standards.

**For merit standard**, learners will carry out research into the different types of challenge cybercrime presents to a selected protective service using a range of sources. Learners will note some of the ways in which the uniformed protective service meets those challenges, and also provide a comparison between some of them. Learners will demonstrate knowledge of the legal and security requirements when using ICT, including references to layered cyber security, the day-to-day security required for local ICT, and the organisational responsibilities carried out to maintain security.

**For pass standard**, learners will carry out research into the different types of challenge cybercrime presents to the uniformed protective service. They will research some of the ways in which the protective services meet those challenges. Learners will identify national legislation that governs data protection and security. They will also identify how digital information can be kept secured by an organisation including the use of layered cyber security.



## Links to other units

This unit links to:

- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 6: Planning for and Responding to Emergency Incidents
- Unit 19: Criminal Investigation Procedures and Practice.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- workshops or masterclasses involving staff from local protective services organisations
- contribution of ideas to unit assignment/project materials
- observation of assessment activities
- support from local protective services staff as mentors.

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## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but expect that centres will assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector. As part of the requirements of the programme are to involve employers in delivery this should support centres in ensuring that they are following up to date practices when delivering the programme.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

## How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

## Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

## What are the requirements for meaningful employer involvement?

### Requirements

This BTEC National Diploma in Uniformed Protective Service has been designed as a Tech Level qualification. As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the uniformed protective service sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8 Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers. However, meaningful employer involvement, as defined below, should contribute significantly to at least **two** units of which one must be a mandatory unit.

These mandatory units have been designed to facilitate involvement of employers in setting assessments or assessing learners:

- Unit 5: Leading Effective Teams in the Uniformed Protective Service
- Unit 6: Preparing for and Responding to Emergency Incidents.

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Employer involvement in these units is subject to verification as part of the standards verification process (see *Section 8*).

### Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- masterclasses or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners they do not count as meaningful engagement.

## **Support**

It is important that you give learners opportunities that are high quality and directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

In the mandatory content and the selected optional units that focus on technical preparation learners will be acquiring the key knowledge and skills that employers need. Also, employability skills such as team working and entrepreneurialism, and completing realistic tasks, have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure and external assessment

### Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

### Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

### External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may have one resit of an external assessment, if a learner has two attempts, then the better result is used for qualification grading. It is unlikely that learners will need to or benefit from taking all assessment twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in Uniformed Protective Service

In Uniformed Protective Service, after consultation with stakeholders, we have developed the following:

- Unit 1: Citizenship and Diversity

In this unit learners will investigate citizenship, the diverse nature of communities, together with the rights and responsibilities of citizens and those who serve them. Learners will be able to show through their exam assessment their knowledge and understanding of citizenship, diversity and the uniformed protective service. They will also be able to show knowledge and understanding of the impact of changes in society on the protective services and the work they do. Learners will show their knowledge and understanding through different types of responses (short, open, extended open responses).

- Unit 2: Behaviour and Discipline in the Uniformed Protective Service

In this unit learners will investigate factors that can affect behaviour and the impact on discipline of individuals within the uniformed protective services. The exam will be an assessment on learner's knowledge and understanding of psychological theories on behaviour and practises on discipline through short open responses and open responses. They will be able to show they are able to make connections between psychological theories on behaviour, practices on discipline, how they are implemented and the impact on the uniformed protective services through open extended responses.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time, through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments. They give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment, the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. To allow your learners further opportunities for practice, an additional sample of each of the Pearson-set units will be available before the first sitting of the assessment.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.



The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **The assessment team**

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

## 7 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner 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 learners. 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 learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. 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 Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.



## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangement for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (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 incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, 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.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

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.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com).

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred 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 you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (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 our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin planning for delivery including appropriate employer involvement, and for robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a near pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at pass or above** shown in *Section 2*, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma achieve a minimum 900 GLH at pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of Qualification Grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	90 GLH	120 GLH
<b>U</b>	0	0	0
<b>Pass</b>	6	9	12
<b>Merit</b>	10	15	20
<b>Distinction</b>	16	24	32

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Near Pass</b>	6	8
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort.



## Calculation of qualification grade

Applicable for registration from 1 September 2018.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
P	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
						MMP	140
M	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
						DDM	196
D	74	D	108	DD	144	DDD	216
				D*D	162	D*DD	234
						D*D*D	252
D*	90	D*	138	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2018

### Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Near Pass	8
Unit 2	120	Ext	Pass	12
Unit 4	60	Int	Merit	10
Unit 5	120	Int	Pass	12
Unit 6	120	Int	Pass	12
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	U	0
Unit 9	60	Int	Pass	6
<b>Totals</b>	<b>720</b>		<b>PP</b>	<b>76</b>

The learner has achieved N or above in Units 1, 2, 5, 6, 9 and P or above in Units 4 and 7.

The learner has sufficient points for a PP grade.

### Example 2: Achievement of a Diploma with a DD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Distinction	32
Unit 2	120	Ext	Pass	12
Unit 4	60	Int	Merit	10
Unit 5	120	Int	Merit	20
Unit 6	120	Int	Distinction	32
Unit 7	60	Int	Distinction	16
Unit 8	60	Int	Pass	6
Unit 9	60	Int	Distinction	16
<b>Totals</b>	<b>720</b>		<b>DD</b>	<b>144</b>

The learner has sufficient points for a DD grade.

### Example 3: An Unclassified result for a Diploma

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	120	Ext	Near Pass	8	<div> <p>The learner has a U in Units 1 and 5.</p> </div>
Unit 2	120	Ext	Pass	12	
Unit 4	60	Int	Pass	6	
Unit 5	120	Int	Unclassified	0	
Unit 6	120	Int	Pass	12	
Unit 7	60	Int	Pass	6	
Unit 8	60	Int	Pass	6	
Unit 9	60	Int	Pass	6	
<b>Totals</b>	<b>720</b>		<b>U</b>	<b>58</b>	<div> <p>The learner has sufficient points for a PP grade but has not met the minimum requirements for N or above in Units 1 and 2 and P or above in Units 4,</p> </div>

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2018) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite, an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **‘Getting Ready to Teach’**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

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## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	<p>The learner presents the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> <p>Analysis can be through performance, practice, written or, less commonly, verbal presentation</p>
Assess	<p>The learner presents a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion</p>
Communicate	<p>The learner is able to convey ideas or information to others</p>
Compare	<p>The learner can identify the main factors relating to 2 or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection and isolation of characteristics.</p>
Define	<p>The learner work, or activity states or describes the nature, scope or meaning of a subject as objective facts</p>
Demonstrate	<p>The learner work, or activity evidences the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.</p>
Describe	<p>The learner work gives a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.</p> <p>Use of this verb normally requires breadth of content coverage.</p> <p>Evidence will normally be written but could be through presentation or less frequently performance or practice.</p>



Term	Definition
Discuss	<p>The learner considers different aspects of:</p> <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> <p>A conclusion is not required.</p>
Examine	<p>Knowledge with application where the learner is expected to select and apply to less familiar contexts</p>
Explore	<p>Skills and/or knowledge involving practical testing or trialling</p>
Evaluate	<p>The learner work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages;</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> <p>The learner inquiry should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation, performance or practice.</p>
Explain	<p>The learner work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at).</p> <p>The learner is able to show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.</p>
Give	<p>The learner can provide:</p> <ul style="list-style-type: none"> <li>• examples;</li> <li>• justifications; and/or</li> <li>• reasons to a context.</li> </ul>
Identify	<p>The learner indicates the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</p>
Illustrate	<p>The learner includes examples, images or diagrams or to show what is meant within a specific context.</p>
Interpret	<p>The learner is able to state the meaning, purpose or qualities of something through the use of images, words or other expressions</p>
Investigate	<p>Knowledge based on personal research and development</p>

Term	Definition
Justify	The learner is able to give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
List	The learner provides information as an item by item record of names or things
Manage	The learner can engage with and influence an activity or process
Outline	The learner work, performance or practice provides a summary or overview or a brief description of something.
Plan	The learner creates a way of doing a task or series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Report	The learner can adhere to protocols, codes and conventions where matters, findings or judgements are set down in an objective way.
Research	The learner proactively seeks information and can identify the means and resources to do so. Information should be recorded reviewed and used to inform: <ul style="list-style-type: none"> <li>• the progress of work;</li> <li>• performance; or</li> <li>• practice.</li> </ul>
Review	The learner is able to make a formal assessment of work produced. The assessment allows the learner to: <ul style="list-style-type: none"> <li>• appraise existing information or prior events; and</li> <li>• reconsider information with the intention of making changes, if necessary.</li> </ul>
Select	The learner chooses the best or most suitable option whether this is of materials, techniques, equipment or processes. The options and choices should be based on specific criteria
Show	The learner work, performance or practice presents evidence using knowledge, understanding and skills
State	The learner is able to express the condition of, or facts about something definitely or clearly
Summarise	The learner can gathers together all of the main aspects of a given situation or experience in a condensed format.
Understand	For defined knowledge in familiar contexts

This is a key summary of the types of evidence used for BTEC Nationals.

Type of evidence	Definition and purpose
Article	A piece of writing about a particular subject suitable for a magazine or newspaper
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by a learner to show the process of development. Used to show method, self-management and skill development.
Individual project	A self-directed, large-scale activity requiring, planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.
Fact sheet	A paper giving useful information about a particular issue
Letter	A communication from one party to another containing information
Presentation	Prepare materials for an audience
Report	A formal document that is clearly structured and written in appropriate sector language
Research	Learners carry out careful and organised study or gather information about a specific topic.

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