

# **Unit 1 Essential Information for Assessment Decisions**

BTEC Level 3 National in Uniformed  
Protective Services

**Unit 1: Citizenship and Diversity  
(Pearson Set)**

**BTEC Level 3 National in**  
**Uniformed Protective Services**

**Unit 1: Citizenship and Diversity**

## **BTEC National Level 3 Uniformed Protective Services**

### **Unit1 Citizenship and Diversity (Pearson-set)**

#### **Essential information for assessment decisions**

This assessment guidance should be related to the Pearson set theme and topic for the year of delivery and assessment.

#### **Learning Aims A&B**

**For distinction standard** learners should provide detailed evaluation of the importance of active citizenship. They should explore the nature and size of communities in the UK by looking at examples, which are relevant to the local community, but also look at the wider UK communities to ensure that they demonstrate a full understanding of diversity across the UK. They should move on to investigate the role of citizenship in society and identify the ways in which people become UK citizens by researching the process online for different types of citizenship and for people from a range of nations.

Learners should then evaluate the role of local, national, and international organisations in protecting the rights of individuals and examine ways in which those being served by, and those working for, the uniformed protective services, meet their responsibilities.

Learners should discuss these topics and to relate them to their own community and its values.

**For merit standard** learners should analyse the role of active citizenship, particularly in relation to citizenship, diversity and community cohesion. They should investigate the nature and size of communities in the UK by looking at examples, which are relevant to the local community. Evidence may lack in depth detail in relation to the wider communities across the UK. They should move on to investigate the role of citizenship in society and identify some ways in which people become UK citizens by explaining the process using limited examples.

Learners should then analyse the role of local, national, and international organisations in protecting the rights of individuals with some reference to ways in which those being served by, and those working for, the uniformed protective services, meet their responsibilities.

**For pass standard** learners should describe how citizenship and diversity can be influenced by the key features of society and the impact of active citizenship. They should provide a description of the nature and size of communities in the UK but may only use limited examples. Evidence may lack detail in relation to the wider UK communities. They should move on to describe some ways in which people become UK citizens.

Learners should then describe the role of local, national, and international organisations in protecting the rights of individuals with some reference to the key features of human and legal rights. They should then describe the ways in which those being served by, and those working for, the uniformed protective services, meet their responsibilities.

### **Learning Aims C&D**

**For distinction standard** learners should evaluate 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. They should examine the different approaches taken by the UK uniformed protective services to promote diversity and equality of service in a changing world. This can be investigated by, for example, reviewing the use of targeted recruitment days that some protective services use to remove barriers for target groups. They should also consider the equality of service to users and the range of services provided to all citizens in the community and the impact on protective service provision when providing equality of service. They may consider in detail how equality and diversity are promoted within the services in order to help retain recruits from diverse backgrounds, with well-developed examples.

Learners should then evaluate government policies and the impact of changing trends in society on citizens and the protective services. They should consider the changes in society that impact on citizens and the protective services by looking at different types of data. Learners should evaluate the public perceptions of protective services – as influenced by mainstream media and social media and discuss the impact this can have on citizens and protective services.

### **For merit standard**

Learners should analyse, using some examples, how equality and diversity are promoted within the services in order to help retain recruits from diverse backgrounds. They should consider 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. They should investigate the different approaches taken by the UK uniformed protective services to promote diversity and equality of service in a changing world, providing some examples of how protective services use positive action to remove barriers for target groups. They should also consider the equality of service to users and the range of services provided to all citizens in the community and provide an analysis of the impact on protective service provision when providing equality of service.

Learners should then analyse the impact of government policies and the changing trends in society on citizens and the protective services. They should consider the changes in society that impact on citizens and the protective services and may provide limited reference to different types of data. Learners should analyse the impact that the media can have on both the public perceptions of protective services and directly on protective services.

### **For Pass Standard**

Learners should explain how policies and procedures are used to develop a diverse workforce. There may be limited reference to practices in place to ensure that protective services deliver equality of service to employees and to any others with whom they come into contact. Learners will provide an explanation of how the protective services ensure equality of service to users.

Learners should then explain the impact of government policies on citizens and the protective services. They should also describe the impact that the demographics and changes in technology can have on both the citizens and directly on protective services. The evidence will be mainly descriptive and will contain brief examples to support their views.

