

BTEC Nationals in **Uniformed Protective Services**

Unit 1 – Citizenship and Diversity (Pearson-set)

For teaching from September 2026

For use with the following qualifications

Pearson BTEC Level 3 National in Uniformed Protective Services
(Extended Diploma)

Pearson BTEC Level 3 National in Uniformed Protective Services
(Diploma)

Pearson BTEC Level 3 National in Uniformed Protective Services
(Foundation Diploma)

About Pearson

We are the world's leading learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://www.pearson.com/qualifications).

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.) All information in this document is correct at time of publication. All the material in this publication is copyright © Pearson Education Limited 2019

Contents

Introduction	4
The purpose of the Pearson-set Assignment	4
The Relationship between Theme, Topic and Assignment	5
The Role of the Tutor	5
Guidance for Tutors	6
Writing an Effective Assignment Brief	7
Development and Review	8
Authentication of learner work	8
Guidance for Learners	9
Guidance for Learners Table	10
2026/2027 Pearson Set Theme and Topics	11

Introduction

The Pearson-set Unit is designed to allow learners an opportunity to demonstrate the knowledge and skill necessary to manage ***an individual assignment***. The Tutor will develop an assignment based on a theme and topic set by Pearson each year. Themes and topics are released in June and become 'active' in July. The theme and topic will remain 'active' until the following July

The annual release of the theme and topic follows a process of sector and academic review and validation. Pearson will consult with uniformed protective services sector specialists and academics to identify an appropriate theme and topic for the year.

You will find the latest Theme & Topic Release at the end of this document

The purpose of the Pearson-set Assignment

The purpose and rationale of having Pearson-set units on BTEC RQF Nationals is as follows:

- **Standardisation of learner work** – Assessing the quality of learner work, that it is meeting the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues. The Pearson-set unit will be included in the annual sampling of units by the Standards Verifier.
- **Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of learner employability skills and employer engagement. The Aim of the Pearson-set unit is to provide a common framework for centres to develop work that will allow cross-sector benchmarking, through the standardisation of learner work, and identification and sharing of 'best practice' in teaching and learning. Pearson will share the 'best practice' results with all centres.

The Relationship between Theme, Topic and Assignment

In preparing to deliver and assess this unit, Tutors should familiarise themselves with the Learning Aims, Assessment Criteria and Essential Content of the unit – i.e. Unit 1 Citizenship and Diversity.

It is important to remember that the assignment **must** provide the learner with the opportunity to achieve the Learning Aims *through* undertaking work related to the theme and topic, rather than being an assignment *about* the topic.

The unit is designed to assess learners' ability to develop broad knowledge, understanding and professional behaviours that are required for working in the uniformed protective services. The Learning Aims, that must be achieved, and Essential Content, that must be taught, are related to citizenship, diversity and the concept of communities.

Therefore, the assignment should be written to make clear to the learners how their work, *in relation to the topic*, reflects what is to be assessed.

The Role of the Tutor

All learners should have initial guidance in planning their assessment work and regular monitoring meetings. However, when reviewing drafts of learners' work, tutors should ensure they use their professional judgement and do not give excessive guidance. The learner should meet individually with their tutor to monitor and discuss the assignment to ensure they are progressing in an appropriate direction and at a pace which will enable the learner to meet the assessment requirements. Learners will perform best if some time is allocated within the normal centre timetable for working on the assessment. The tutor must be able to authenticate the work as the learner's own, which can be done by regular monitoring of progress and conducting interim reviews.

Guidance for Tutors

- This Guidance document should be read in conjunction with the **Theme and Topic release** for the Pearson-set unit, which provides further advice and guidance.
- Assignment briefs for this unit must be based on a theme and topic released by Pearson annually.
- Although an example assignment brief (EAB) has been published, this is not designed around this theme and topic.
- You will select **one** of the topics based on the theme and construct and design an assignment brief based on the topic selected. All learners must complete the assignment for the chosen topic in order to complete Learning Aims for this unit.
- There should be a maximum of two assignment briefs to cover all Learning Aims.
- The type of assessment mode must be appropriate for the delivery of a 120 GLH. The assignment brief must balance the duration of time committed to delivering input to support a learner's development and understanding of concepts and the time necessary to complete the assignment.
- The assignment brief should be verified as part of the internal verification process.
- Group work is not appropriate for this unit. Learner work must be individual. However, research by a small group of learners may be utilised by an individual learner for their own assignment.
- Teaching delivery must include delivery of the essential content in the unit descriptor and contextualising of learning being applied to the theme and chosen topic.
- It is good practice for your scheme of learning to include individual learner support appointments to support and monitor progress of assignment completion, and assignment workshops to give the learners additional review and clarification on specific assessment content

Writing an Effective Assignment Brief

Tutors will need to devise an assignment brief for the learner to follow in completion of the assessment criteria for this unit. The assignment brief will be set by the Centre, based on **one** of the topics defined in the **Theme & Topic** release. The chosen topic will provide learners with a starting point for their work; investigating citizenship and the diverse nature of communities in the UK, together with the rights and responsibilities of citizens and those that serve them. The theme and the topic set the parameters for the assignment brief and act as lens through which the learners can focus their learning.

The type of assignment chosen for the selected topic should allow for a sufficient degree of application of knowledge through the existence of adequate background materials and allow for the depth and breadth of study suitable for a level 3 qualification.

- Make clear ***what the learner must do***
- Present the ***vocational scenario*** in language that will be *meaningful to the learner*, integrating aspects of the Learning Aims and assessment criteria.
- Set the ***vocational scenario and context*** of the assignment to relate to the chosen topic.
- State what ***evidence*** must be produced in the guidance section of the brief.
- Include the ***Learning Aims*** associated with the assignment brief.
- Make sure that there is use of the same operative verbs in your assignment guidance brief as used in the assessment criteria.
- Refer to the 'Learning Aims and assessment criteria' section of the unit specification.
- Ensure that the learners have opportunities to meet the full range of assessment criteria.

Development Review

The design of the assignment should include points at which the Tutor can help support a learner to set themselves meaningful targets at regular intervals and to help maintain a progress check on appropriate progression.

These may be through normal tutorials or scheduled review activities; such as, presentations, Q and A and peer review, etc. The purpose of the review is to provide the learner with an understanding of their progress and how to continue to improve. For the Tutor, it provides an opportunity to monitor the learners' progress toward achievement of Learning Aims and can help in planning subsequent curriculum. In addition, the review process will allow the Tutor to ensure the authenticity of learner work.

As a Tutor, when providing review opportunities, it is always important to avoid coaching the learner. The review should indicate progress and future targets but should not be reflected in association with any grade. The Tutor should try to encourage the learner to relate the review outcome to the targeted Assessment Criteria, which in turn will provide them with some indication of potential achievement, at this stage.

The purpose of these interim reviews is to monitor learner progress on the assignment and to maintain momentum. Each interim review should be a clear, achievable activity that the learner aims to achieve by a particular time.

At each interim review, the tutor liaises with the learner to check whether it has been achieved. They may need to redirect the learner if necessary.

The timing of reviews will need to be defined in relation to the timetable of your unit delivery and the potential progress of the learners. There should be sufficient time between interim reviews to allow the learner to make meaningful progress.

Authentication of Learner Work

Centres are to provide confirmation of the authenticity of an assignment. It is important that learners are made aware of the issue of plagiarism. Learners are required to sign a declaration stating that the work they are submitting is their own.

Guidance for Learners

- You should read this information before starting on your assignment. You should refer to these instructions as you complete work for this unit.
- Read the brief(s) and think about what the assignment brief is asking.
- Research what the assignment brief(s) are asking and the key requirements.
- Make sure you understand the assessment criteria and nature of the evidence that has to be produced.
- Produce an appropriate assessment action plan that includes relevant research resources and timeframes (to include review points).
- Apply a range of secondary research sources to plan/scope and support the assignment and its findings. Secondary research sources may include textbooks, journal articles, newspapers and magazine articles (not factual accounts).
- Conduct your preparation for assessment according to your assignment guidance and brief and meet with your tutor for a review to gain additional support or clarification if required.
- Present and produce your work in an appropriate manner for the intended audience.

PASS	MERIT	DISTINCTION
------	-------	-------------

Learning Aim A: Explore the key features of society

A.P1 Describe how citizenship and diversity can be influenced by the key features of society. A.P2 Explain the impacts that active citizenship can have on community cohesion.	A.M1 Analyse the role that active citizenship can play in citizenship, diversity and community cohesion.	A.D1 Evaluate the importance of active citizenship in relation to citizenship, diversity and community cohesion.
--	--	--

Learning Aim B: Explore the rights and responsibilities of individuals and the protective services

B.P3 Describe the key features of human and legal rights. B.P4 Describe the responsibilities of individuals, society and protective services. B.P5 Explain the role of local, national and international organisations in protecting human and legal rights.	B.M2 Analyse the role of local, national and international organisations in protecting human and legal rights.	B.D2 Evaluate the role of local, national and international organisations in protecting human and legal rights.
--	--	---

Learning Aim C: Investigate the role of protective services in ensuring equality of service

C.P5 Explain how policies and procedures are used in a protective services context to develop a diverse workforce and ensure equality of service to users.	C.M3 Analyse how policies and procedures are used in a protective services context to develop a diverse workforce and ensure equality of service to users.	C.D3 Evaluate the use of policies and procedures in a protective services context to develop a diverse workforce and ensure equality of service to users.
--	--	---

Learning aim D: Investigate the changes in society that impact on citizens and the protective services

D.P7 Explain the impacts of government policies and the media on citizens and protective services. D.P8 Describe how demographics and changes in technology can impact on citizens and the protective services.	D.M4 Analyse the impacts that changes in government policy, demographics, technology and the media can have on citizens and the protective services.	D.D4 Evaluate the impacts that changes in government policy, demographics, technology and the media can have on citizens and the protective services.
---	--	---

2026/2027 Pearson Set Theme and Topics

Promoting Equality, Diversity and Inclusion in UK Protective Services

The UK's protective services operate within increasingly diverse communities, meaning fair, equal, and inclusive treatment is a core necessity, not an afterthought. To deliver effective services and maintain public trust, these organisations must actively adapt to a society shaped by different backgrounds, cultures, faiths, ages, and abilities. This means moving beyond rigid paperwork to build flexible policies and practical working habits that genuinely open doors and prevent discrimination.

Embracing diversity brings a wealth of fresh perspectives, shared experiences, and distinct skills that strengthen both the services themselves and the public they protect. Put simply, when protective services reflect the communities they serve, they are far better equipped to understand local needs, communicate clearly, and build meaningful relationships.

Delivering on this requires a commitment to fairness at every level. It means making reasonable adjustments, safeguarding vulnerable individuals, and ensuring absolutely no one faces barriers when seeking support. Inclusion goes a step further—it is about making sure every service user, employee, and volunteer feels genuinely valued and respected. Through targeted training, open communication, and community engagement, protective services can bridge gaps and foster trust.

Ultimately, equality, diversity, and inclusion essential to modern service delivery and to building safer, fairer communities.

In this assessment, you will explore how UK protective services put these principles into practice, both internally and on the frontline. To place your findings in real-world context, you may focus your research on a specific branch of the protective services.

Tutors must choose one topic from the list provided below.. All students must complete an assignment brief for the same topic, as chosen by the tutor. However, if delivering to different cohorts of students, tutors may select a different topic for each cohort.

Topics:

- How equality and diversity policies help UK protective services provide fair and accessible services to different groups within society.
- The benefits and challenges of developing a diverse workforce within UK protective services and its impact on service delivery.
- How UK protective services support vulnerable individuals and ensure equality of service while balancing the needs of the wider community

