

# Pearson BTEC Level 3 National Certificate in Uniformed Protective Services



## Specification

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*First teaching from January 2020*

*First certification from 2021*

Issue 4



# **Pearson BTEC Level 3 National Certificate in Uniformed Protective Services**

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First teaching January 2020

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## **About Pearson**

We are the world's 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.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*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 Resources and support* 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 qualifications 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 who complete their BTEC National in Uniformed Protective Services aim to go into 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. We engaged experts to ensure that the content meets providers' needs and that it gives learners quality preparation for progression. We are 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.

### Summary of Pearson BTEC Level 3 National Certificate in Uniformed Protective Services specification Issue 4 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
Removal of references to MyBTEC, as that service is retiring.	Pages 81, 86, 91, 105, 106
Removal of reference to Sample marked learner work, as we don't provide it, this section was included in error.	Pages 82, 106

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

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

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Certificate in Uniformed Protective Services. 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 services 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 sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the uniformed protective services sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Uniformed Protective Services (603/5065/9)

Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Services (603/5067/2)

Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Services (603/5069/6)

Pearson BTEC Level 3 National Diploma in Uniformed Protective Services (603/5066/0)

Pearson BTEC Level 3 National Extended Diploma in Uniformed Protective Services (603/5068/4).

The Certificate (180 GLH), Extended Certificate (360 GLH), Foundation Diploma (510 GLH), Diploma (720 GLH) and Extended Diploma (1080 GLH) qualifications in uniformed protective services are not recognised for performance measures.

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 Administrative arrangements*. Information on how we can support you with this qualification is given in *Section 10 Resources and support*.

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 shows 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 Certificate in Uniformed Protective Services*</b>	180 GLH (220 TQT) Equivalent in size to 0.5 of an A Level. Two units, one of which is mandatory and external. Mandatory content (67%). External assessment (67%).	This qualification is designed to support learners who want an introduction to the uniformed protective services sector. It supports progression to higher education as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Extended Certificate in Uniformed Protective Services*</b>	360 GLH (455 TQT) Equivalent in size to one A Level. Four units, two of which are mandatory and one is external. Mandatory content (67%). External assessment (33%).	This qualification is designed to support learners who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study, designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Uniformed Protective Services*</b>	510 GLH (660 TQT) Equivalent in size to 1.5 A Levels. Five units, four of which are mandatory and one is external. Mandatory content (88%). External assessment (24%).	This qualification covers the fundamentals of the uniformed protective services sector and is designed to support learners who want to study uniformed protective services as a one-year, full-time course, and for those who want to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A Levels.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Diploma in Uniformed Protective Services*</b>	720 GLH (930 TQT) Equivalent in size to two A Levels. Five mandatory units, two of which are external. Learners complete one optional unit totalling 120 GLH and one optional unit totalling 60 GLH or three optional units totalling 60 GLH each. Mandatory content (75%). External assessment (29%).	This qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study and a focus on the uniformed protective services. It can be taken alongside a complementary or contrasting area of study as part of a two-year, full-time study programme. This qualification supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A Levels, and to employment in the uniformed protective services.
<b>Pearson BTEC Level 3 National Extended Diploma in Uniformed Protective Services*</b>	1080 GLH (1400 TQT) Equivalent in size to three A Levels. Thirteen units, seven of which are mandatory and two are external. Mandatory content (67%). External assessment (19%).	This qualification is designed as a full-time, two-year programme of study for learners who want to focus on the uniformed protective services sector, with the aim of progressing to higher education to a related degree course. This qualification supports progression to higher education in its own right.

\*These qualifications are not eligible for performance measures in England.

## 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 Services is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

### Key

Unit assessed externally	<b>M</b>	Mandatory units	<b>O</b>	Optional units
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Unit (number and title)	Unit size (GLH)	Certificate* (180) GLH	Extended Certificate* (360 GLH)	Foundation Diploma* (510 GLH)	Diploma* (720 GLH)	Extended Diploma* (1080 GLH)
1 Citizenship and Diversity (Pearson-set)	120			M	M	M
2 Behaviour and Discipline in the Uniformed Protective Services	120	M	M	M	M	M
3 Global Affairs, the Media and the Uniformed Protective Services	60				O	M
4 Physical Preparation, Health and Wellbeing	90			M	M	M
5 Teamwork, Leadership and Communication in the Uniformed Protective Services	120		M	M	M	M
6 Government and the Protective Services	90				M	M
7 Planning for and Responding to Emergency Incidents	120				O	M
8 Custodial Care	60			O	O	O
9 Sociological Perspectives	60			O	O	O
10 Skills for Outdoor Activities and the Uniformed Protective Services	60	O	O	O	O	O
11 Expedition Skills	60	O	O	O	O	O
12 Developing Personal Fitness Programmes	60			O	O	O
13 Introduction to Criminology	60	O	O	O	O	O
14 Principles of Managing Security Threats	60					O
15 Police Powers and the Law	60	O	O	O	O	O
16 Research Skills in the Uniformed Protective Services	60				O	O
17 Understanding the Third Sector	60				O	O

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate* (180) GLH</b>	<b>Extended Certificate* (360 GLH)</b>	<b>Foundation Diploma* (510 GLH)</b>	<b>Diploma* (720 GLH)</b>	<b>Extended Diploma* (1080 GLH)</b>
18 Criminal Investigation Procedures and Practice	60				0	0
19 Professional Development in the Uniformed Protective Services	60	0	0	0	0	0
20 Technological Systems to Support Service Delivery	60				0	0

\*These qualifications are not eligible for performance tables in England.

## 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 and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their interests and progression choices. In addition, the content may be applied during delivery in a way that is relevant to local employment needs.

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 Structure*.

BTEC Nationals require 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, research and analysis, planning and completing tasks to high standards, which are valued in both the workplace and 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 Structure*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is 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 two main forms of assessment that you need to be aware of: external and internal.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All 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 is awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

Examinations are used for external assessment of qualifications in the Uniformed Protective Services suite. 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 external assessments, please see the table in *Section 2 Structure*. For further information on preparing for external assessment see *Section 5 Assessment structure and external assessment*.

## **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 Internal assessment*.

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:

- write up the findings of their research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes.

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 Internal assessment*.

## **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 Administrative arrangements*.



## 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 internal 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 Understanding the qualification grade* 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 Certificate in Uniformed Protective Services

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 services sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services and the prison service. These public services are organised and financed by the government to benefit society. There is a wide range of occupations for graduate entry across the uniformed protective services, including roles in the police service and the armed services. This qualification focuses on, but is not limited to, the uniformed protective services such as the police service, fire and rescue service, armed services and prison service.

### Who is this qualification for?

The Pearson BTEC Level 3 National Certificate in Uniformed Protective Services is intended to support progression to further study. Its primary purpose is to support post-16 learners in accessing higher education in public services and related areas. It is ideal for learners who would like an introduction to the uniformed protective services sector, with a view to ultimately securing employment within the sector.

The qualification is equivalent in size to 0.5 of an A Level and has been designed to be taken alongside other Level 3 qualifications as part of a two-year full-time study programme.

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.

### What does this qualification cover?

The content of this qualification has been developed in consultation with academics to provide the knowledge, understanding and skills to prepare learners for further study or training. Employers from the uniformed protective services sector have also been involved and consulted so that the qualification content is appropriate and consistent with current practice for learners who choose to enter employment directly in the sector.

- Everyone taking this qualification will study one mandatory unit:
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services.

The mandatory content allows learners to concentrate on the skills essential to a career in the uniformed protective services.

Learners will also choose one optional unit from a selection of units designed to support progression to a range of sector-related courses in higher education. The units link to relevant occupational areas, such as criminology, policing and expedition skills.

### What could this qualification lead to?

If learners complete this qualification in a year, they may progress to further learning at Level 3, for example a larger size of the Pearson BTEC Nationals in Uniformed Protective Services.

In addition to the uniformed protective services sector-specific content outlined above, the qualification requires learners to develop the transferable and higher-order skills, such as research, presentation and communication skills, that are highly regarded by higher education and employers.

The qualification is intended to carry UCAS points and is recognised by higher-education providers as contributing to admission requirements for many protective services-related courses. When combined with other qualifications in a two-year study programme, such as A Levels or another BTEC National qualification, learners can progress to higher education in a range of disciplines, for example:

- BA (Hons) in Criminology, if taken alongside A Levels including Psychology and Sociology
- BA (Hons) in Social Policy, if taken alongside A Levels including Sociology and Psychology
- BA (Hons) in Politics, if taken alongside A Levels including Politics and History
- BSc (Hons) in Forensic Science, if taken alongside the Pearson BTEC Level 3 National Diploma in Applied Science
- LLB (Hons) in Law, if taken alongside A Levels in History and Law.

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

### **Will the qualification lead to employment and, if so, in which job role and at which level?**

This qualification is primarily designed to support progression to employment following further study at university. However, it also supports learners progressing directly to employment, if studied as a one-year full-time study programme. It will give learners the knowledge and understanding required to apply for a range of entry-level roles within the uniformed protective services sector, or for employment as an apprentice within the sector, where learners will complete additional training and qualifications to gain the skills and knowledge required to progress in their chosen profession.

### **How does the qualification provide employability skills?**

In BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are mentioned 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.

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

All BTEC Nationals provide knowledge and skills that prepare learners for progression to university. The skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and to be an active member of a group.

BTEC learners can benefit from opportunities for deep learning, where they are able to make connections between units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- preparation for assessment methods used in a degree.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Certificate in Uniformed Protective Services

##### Mandatory units

There is one mandatory external unit. Learners must complete and achieve at Near Pass grade or above in the mandatory external unit.

##### Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Certificate in Uniformed Protective Services				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve one unit</b>				
<b>2</b>	Behaviour and Discipline in the Uniformed Protective Services	<b>120</b>	<b>Mandatory</b>	External
<b>Optional units – learners complete one unit</b>				
<b>10</b>	Skills for Outdoor Activities and the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Expedition Skills	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	Introduction to Criminology	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Police Powers and the Law	<b>60</b>	<b>Optional</b>	Internal
<b>19</b>	Professional Development in the Uniformed Protective Services	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment – units make up 67 per cent of the total qualification GLH. See *Section 5 Assessment structure and external assessment*, and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 2: Behaviour and Discipline in the Uniformed Protective Services</b>	<ul style="list-style-type: none"><li>• Written examination set and marked by Pearson.</li><li>• 2 hours.</li><li>• 80 marks.</li></ul>	<b>January and May/June.</b> <b>First assessment May/June 2021.</b>

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4 Planning your programme* 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 which appears on qualification 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. See structure information in <i>Section 2 Structure</i> for full details.
<b>Guided learning hours</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>Important centre information</b>	This is designed with learners in teachers in mind. It indicates any advise teachers should give to learners on the focus of the unit.
<b>Summary of assessment</b>	This sets out the type of assessment used and the way in which it is used to assess achievement.
<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 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>.</p> <p>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>This section gives you information to support the implementation of assessment. It is important that this information is used carefully alongside the assessment criteria.</p>
<b>Recommended resources</b>	<p>Suggested resources and links that centres may find useful.</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 Resources and support</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This section gives guidance for each learning aim or assignment on the expectations for Pass, Merit and Distinction standards. The section includes examples and clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This can help you to structure your programme and make the best use of the materials and resources available.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to get employers involved with learners. It will help you to identify the kind of involvement that is most 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 we use, 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 Structure</i> for full details.
<b>Guided learning hours</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 assessed. It 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>Links to other units</b>	This section shows the main relationship among units. This section helps you to structure your programme and to make the best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to get employers involved with learners. It will help you to identify the kind of involvement that is most likely to be successful.



## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 5–6* to check which units are available in all qualifications in the uniformed protective services sector.

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

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 the discipline of individuals and groups in the uniformed protective services.

### Unit introduction

The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. There are many influences on the behaviour of those working in the uniformed protective services. Some of the influences are within the control of the individual, while others are beyond their control. Understanding the relationship between performance, behaviour and discipline is key to improving the experience and effectiveness of those serving in the uniformed protective services.

In this unit, you will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. In completing the assessment for this unit, you can draw on your learning from across the programme.

This unit will support your progression to higher-education courses that focus on behavioural dynamics, organisation and behaviour in the public sector and investigative psychology in public service, and to degree programmes specifically related to the uniformed protective services, such as policing, fire and rescue or offender management. Coupled with further study the skills and knowledge you develop in this unit will help you to progress in your career in the uniformed protective services.

### Summary of assessment

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

The examination will be two hours.

The number of marks for the examination is 80.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2021.

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

## Assessment outcomes

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

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

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

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

## 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 Principal psychological perspectives applied to behaviour

An overview of the main 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

Understanding the features of different needs and how working in the 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 Theories of personality

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

- Type A and Type B personality theory:
  - 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:
    - social modelling
    - social reinforcement
    - interactionist theory
    - behaviour is the result of an individual's traits and the situation.

**A4 Development of attitude and related theories**

Understanding the attitude theories and how attitude impacts on an individual's behaviour when dealing with others in protective 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
    - performing behaviour.
- Dweck's spectrum of mindset theories:
  - fixed mindset
    - personality traits are fixed and cannot be changed through training
    - success is based on fixed ability and improvement comes through accessing that ability
  - growth mindset
    - personality traits attributed to learning, effort, training and practice
    - effort and training can change a person's personality traits for improvement
  - 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 services****B1 Obedience and compliance**

Outlining the features of different types of obedience.

- Types of obedience:
  - conscious
  - unconscious.
- Relationship between obedience and compliance.
- Factors that affect obedience, including influences, fear, reward and respect.

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

Understanding the role of obedience when working in the uniformed protective services.

- 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**

Understanding the 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.
- Whistleblowing – the processes for questioning orders within the protective services.

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

An overview of the key features of each theory, their strengths and weaknesses and their application to working in the uniformed protective services.

- 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 services**

#### **C1 Conformity**

Understanding the role of conformity when working in the uniformed protective services.

- The importance of conformity within the uniformed protective services:
  - 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**

An overview of the key features of research studies and their application to working in the uniformed protective services.

- 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**

Understanding the application of conditioning theories in relation to obedience and conformity in a uniformed protective services context.

- 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**

Understanding the importance of self-discipline when working in the uniformed protective services, and the positive and negative impacts this may have.

- Rules/procedures/policies/legislation in the uniformed protective services to encourage discipline, Armed Forces Act 2006 (relevant sections), code of professional standards for the police.
- The links between self-discipline and conformity and their impact in the uniformed protective services.
- 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 their impact:
  - 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
    - working effectively as a single unit
    - maintaining the trust and confidence of the public.
- The consequences of a lack/total loss of self-discipline:
  - for an individual
    - disciplinary procedures
    - sanctions
    - loss of respect
  - for an organisation
    - loss of credibility
    - loss of public confidence
    - restructuring
    - changes in funding
    - changes in regulation.



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

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

Understanding the concept of discipline in the context of the uniformed protective services.

- Definitions of discipline within the uniformed protective services.
- The necessity for rules and regulations:
  - basic training
  - rank structure
  - 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
  - team cohesion
  - if less efficient service being delivered
  - to provide a consistent service to the public
  - the maintenance of social order.

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

Understanding the significance of discipline in the uniformed protective services.

- The role of discipline in uniformed protective services:
  - team spirit
  - sense of pride
  - efficiency
  - performance
  - 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**

Understanding the features of each type of authority, their advantages and disadvantages and their effectiveness in different uniformed protective services contexts.

- The nature of authority:
  - ensure that 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.
- Regulation of authority through impartial and independent organisations.

- Different styles of authority:
  - authoritarian
  - dictatorial
  - consultative
  - participative.
- Authority and ethics:
  - blind obedience
  - managing moral dilemmas
  - questioning of orders
  - personal accountability across different services.

## **E Potential stress and related psychological conditions faced by protective services personnel**

### **E1 Causes of stress**

An overview of the causes of stress.

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

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

An overview of different factors and the ways in which 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.
- Factors that contribute to stress:
  - harassment
  - discrimination
  - abuse
  - bullying
  - forms of harassment, discrimination, abuse and bullying:
    - physical
    - psychological
    - cyber.

**E3 Reaction to stress**

Understanding the features of each stage of the stress-vulnerability model 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**

Understanding the characteristics of and triggers for each condition and the associated behaviours within uniformed protective 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 Measures and strategies for coping with stress**

Understanding the key features of measures and strategies 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 impacts:
  - withdrawal and isolation
  - self-medication with alcohol and drugs
  - destructive behaviour
  - aggressive behaviour.

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

An overview of the main features of each cause of high-tension situations within the uniformed protective services.

- 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 services**

An overview of how conflict situations may escalate in uniformed protective service contexts.

- 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**

An overview of how dynamic risk assessment may be used in a uniformed protective services context.

- 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**

Understanding how to use communication in the de-escalation of potential conflict within different uniformed protective services.

- 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. Learners will apply their knowledge and understanding of theories and concepts to interpret behaviours of individuals and groups in roles in the uniformed protective services. Learners will be able to recognise the nature of authority, obedience and conformity, and how they contribute to maintaining order in the uniformed protective services.

### Level 3 Distinction

Learners will demonstrate thorough knowledge and understanding of the theories and principles of behaviour and discipline, the nature of authority, obedience and conformity, and their impact on the uniformed protective services. Learners will be able to apply their knowledge and understanding of behaviour and discipline by interpreting information through an evaluation of roles in the uniformed protective services, to make reasoned judgements on 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 for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>to discover the meaning or essential features of a theme, topic or situation</li> <li>by breaking something down into its components or examining factors methodically and in detail</li> <li>by identifying separate factors, stating how they are related and explaining how each one contributes to the theme, topic or situation.</li> </ul>
Assess	Learners present a careful consideration of varied factors or events that apply to a specific topic or situation, or identify those that are the most important or relevant. Learners make a judgement on the importance of something. A conclusion is not necessary.
Define	Learners state or give an account of the nature, scope or meaning of a subject as objective facts. Learners do not need to include a justification or reason.
Describe	Learners give an account of an issue, situation, problem or argument, including all of the relevant characteristics, qualities or events.

Command or term	Definition
Discuss	Learners consider the different aspects of an issue, situation, problem or argument and how they interrelate or the extent to which they are important.
Evaluate	Learners review information and consider various aspects of a subject's qualities in relation to its context. Learners form a conclusion or come to a supported judgement, drawing on contextual evidence such as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information.
Explain	Learners make a point/statement and give a linked justification/exemplification of that point/statement. The answer will contain some linked reasoning.
Give	Learners provide examples, justifications and/or reasons to a context.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities. The answer may often require a single word answer, although sometimes a few words or a single sentence is required.
State/name	Learners give a name, definition or example.

## Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 9: Sociological Perspectives
- Unit 13: 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 10: Skills for Outdoor Activities and the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

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

## Unit introduction

Outdoor activities is a broad field that has numerous benefits, including physical, social and psychological benefits, for those who 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 outdoor activities. You will focus on the concept of good practice in the outdoor sector, while recognising that it is essential to have a knowledge and understanding of the environment where the activities take place. 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.

This unit will help you to progress to studying a higher education programme that integrates outdoor activities and/or sport with ongoing engagement with local uniformed protective services or specific exercises with uniformed protective services. Learners wishing to progress from higher education to the officer selection process in the armed services are encouraged to participate in outdoor activities training in order to develop fitness, resilience and leadership skills to strengthen their application. The skills developed in this unit will give you a good foundation to progress to a range of employment opportunities and apprenticeships in the outdoor sector. Entry to employment in the uniformed protective services is dependent on applicants meeting physical fitness requirements.

## Learning aims

In this unit, you will:

- A** Examine the requirements and personal skills needed for participation in outdoor activities
- B** Develop skills and techniques and apply safety requirements for participation in outdoor activities
- C** Reflect on own practical performance in selected outdoor activities and how this will support own 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 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 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 activities	<b>B1</b> Safety requirements for participation in outdoor activities <b>B2</b> Safe and appropriate participation in outdoor activities	
<b>C</b> Reflect on own practical performance in selected outdoor activities and how this will support own future career	<b>C1</b> Reviewing the personal skills and techniques learned through participation in outdoor activities <b>C2</b> Developments to improve personal skills and techniques in outdoor activities <b>C3</b> The importance of outdoor activities for a career in the uniformed protective services.	A report that reflects on strengths and areas for improvement using video analysis and other appropriate assessment methods to improve participation in outdoor activities. The review/report will also look at how outdoor activities are relevant to a career in the protective services.



## Content

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

#### A1 Activities in the outdoor sector

Understand how outdoor activities 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, e.g. rock climbing, orienteering, mountaineering, mountain biking, caving, gorge walking, skiing, mountain walking.
- Water-based activities, e.g. sailing, kayaking, paddle boarding, windsurfing, scuba diving, surfing, white water rafting and canoeing.
- Air-based activities, e.g. hang gliding, paragliding, flying, parachuting.
- Alternative activities, e.g. coasteering, high ropes, geocaching.

#### A2 Activity requirements

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

- 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, e.g. breathable layers, wetsuits, helmets, suitable footwear.
- Technology, e.g. 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 outdoor activities for effective participation.

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

### Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor 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 needs:
  - age
  - gender
  - ability
  - Special Educational Needs and Disability (SEND)
  - previous experience.
- Risk assessment for specific outdoor activities.
- Contingency planning for outdoor 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 activities**

These are the skills and techniques required in specific outdoor activities 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, capsized recovery
  - kayaking – paddling, sweep stroke, bracing, bow rudder
  - windsurfing – 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.:
  - coastering – swimming in open water, jumping, diving
  - geocaching – interpreting courses, using GPS, map reading.

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

### **C1 Reviewing the personal skills and techniques learned through participation in outdoor 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 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, time-bound)
  - 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 activities for a career in the uniformed protective services**

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 uniformed protective services 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 uniformed protective services 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 activities</b>		
<p><b>A.P1</b> Explain the activity requirements for participation in two different outdoor activities.</p> <p><b>A.P2</b> Explain how participants use personal skills in two different outdoor activities.</p>	<p><b>A.M1</b> Assess the specific activity requirements of two different outdoor activities.</p>	<p><b>A.D1</b> Evaluate how activity requirements and personal skills impact on participation in two different outdoor activities.</p>
<b>Learning aim B: Develop skills and techniques and apply safety requirements for participation in outdoor activities</b>		
<p><b>B.P3</b> Demonstrate skills and techniques required for participation in different outdoor activities.</p> <p><b>B.P4</b> Demonstrate appropriate safety requirements for different outdoor activities.</p>	<p><b>B.M2</b> Demonstrate skills, techniques and safety requirements in different outdoor activities, selecting and using appropriate processes with confidence in relation to their purpose, limitations and resource constraints.</p>	<p><b>B.D2</b> Evaluate the success and benefits of own performance in demonstrating skills, techniques and safety requirements in different outdoor activities.</p>
<b>Learning aim C: Reflect on own practical performance in selected outdoor activities and how this will support own future career</b>		
<p><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 different outdoor activities.</p> <p><b>C.P6</b> Explain the importance of outdoor activities to a career in the uniformed protective services.</p>	<p><b>C.M3</b> Analyse own personal participation to reflect strengths and areas for improvement in different outdoor activities.</p> <p><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 services.</p>	<p><b>C.D3</b> Use feedback to produce an effective plan with justified actions for improvement in two different outdoor activities, justifying how this will support a career in the uniformed protective services.</p>

## 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

For this unit, learners will need access to a minimum of two different outdoor 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 as possible between the types of activity.

### Essential information for assessment decisions

#### Learning aims A and B

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

**For distinction standard**, learners will demonstrate accurate technical competence, as well as consistently 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. Learners will comprehensively consider the significance and implications of the use of appropriate skills, techniques and safety considerations. They will give justified reasons to support their views.

**For merit standard**, learners will take part in two different outdoor activities, demonstrating 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 outdoor activities. They will show how the experience gained enabled them to demonstrate, independently, the core skills and techniques of the outdoor activity. They will show limited but acceptable compliance with the activity requirements and safety considerations of the outdoor activity.

#### Learning aim C

Learners will review their performance, reflecting on their strengths and areas for improvement. Learners could make use of video analysis, assessor observation forms and other appropriate assessment methods.

**For distinction standard**, learners will make accurate judgements on their own practical skills and techniques in two different outdoor activities and fully justify any personal improvements required. They will show a clear understanding of the requirements for the selected activities and justify their skills, linking these logically to the specific activities. Learners will show comprehensive consideration of feedback and their development plans will be achievable and convincing. They will justify how the developed skills will support a career in the uniformed protective services.

**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 realistic plan to improve these points. They will give a balanced, objective analysis of the strengths identified and give generally valid reasons as to why these were strengths. Learners 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 services. Opinions should be supported with evidence.

**For pass standard**, learners will take part in two different outdoor activities and use appropriate methods to review their practical skills and techniques. Learners will consider their own performance for their selected outdoor activities and make some relevant links to these activities in the details of their development plan. Learners will identify their strengths and areas for improvement. They will give a reason as to why the identified point is a strength or a weakness. Learners must also give relevant detail or explanation to support a view regarding how participation in outdoor activities is important for a career in the uniformed protective services.

### Links to other units

This unit links to:

- Unit 4: Physical Preparation, Health and Wellbeing
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 11: 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.





# Unit 11: 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 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 services 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, exploring the history behind the most acclaimed and successful individuals and teams. You will also look at lesser-known expeditions that have changed the way in which modern expeditions are planned and undertaken. You will develop 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 services.

This unit will help you to progress to study higher-education programmes that integrate expedition activities with ongoing engagement with local uniformed protective services or specific exercises with uniformed protective services. The skills you develop will be particularly useful if you wish to progress to the officer selection process in the armed services on completion of further training or qualifications. This unit will help you to develop the leadership and planning skills needed for participating in the practical areas of uniformed protective services sector-related employment or apprenticeships, in areas such as fire and leadership and policing.

## Learning aims

In this unit, you will:

- A** Explore the development of different expeditions and their purposes
- B** Plan and undertake an expedition to meet set objectives
- C** Review own planning and undertaking of an 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 to meet set objectives	<b>B1</b> Key aspects of expedition planning <b>B2</b> Considering health, safety and risk when planning an expedition <b>B3</b> Skills and techniques needed for undertaking 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>• the factors considered when planning</li> <li>• a written review of the expedition personal improvement plan.</li> </ul>
<b>C</b> Review own planning and undertaking of an expedition	<b>C1</b> Review the expedition undertaken, including the planning stage <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, such as:
  - mountaineering
  - trekking, e.g. Kilimanjaro, Machu Picchu
  - canoeing/kayaking, e.g. 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, e.g. clothing, equipment, footwear, GPS trackers
  - communication devices, e.g. 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, e.g. 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, e.g. Everest base-camp trekking, Kilimanjaro climb, Vietnam to Cambodia cycle, Great Wall trekking.
- Importance to protective services, e.g. building teamwork, enabling leadership qualities to be developed and demonstrated, development of interpersonal skills and resilience.

**Learning aim B: Plan and undertake an expedition to meet set objectives**

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

**B1 Key aspects of expedition planning**

- Appropriateness:
  - activity selection, e.g. trekking, climbing, mountaineering, canoeing
  - location, e.g. local, national, international, forest, mountain, coastal, river
  - age restrictions of any activities.
- Purpose, aims and objectives of the expedition:
  - 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, e.g. stoves, ropes, safety equipment
  - individual equipment, e.g. sleeping bags, boots.
- Accommodation:
  - different types of accommodation, e.g. 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, e.g. base layer, warm clothing
  - waterproof protection
  - footwear.
- Group equipment:
  - types of tent, e.g. base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment
  - stoves, ropes, fuel.

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

### **B2 Considering health, safety and risk 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, e.g. 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.

### **B3 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, e.g. 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.

### **Learning aim C: Review own planning and undertaking of an expedition**

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

#### **C1 Review the expedition undertaken, including the planning stage**

- Feedback, e.g. 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 uniformed protective services 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 factors associated with the development of different types of expeditions and their importance to the uniformed protective services.
<b>A.P1</b> Explain 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 have contributed to the development of a range of expeditions and the importance of expeditions to the uniformed protective services.	
<b>Learning aim B: Plan and undertake an expedition to meet set objectives</b>		<b>B.D2</b> Produce a comprehensive plan and risk assessment for an expedition and competently demonstrate the advanced skills and techniques needed to meet set objectives.
<b>B.P3</b> Produce an accurate plan and risk assessment for an expedition to meet set objectives. <b>B.P4</b> Undertake an expedition, demonstrating appropriate skills and techniques throughout to meet set objectives.	<b>B.M2</b> Produce a detailed plan and risk assessment for an expedition and demonstrate advanced technical skills used in expeditions to meet set objectives.	
<b>Learning aim C: Review own planning and undertaking of an expedition</b>		<b>C.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, B.D2, C.D3)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners will need the opportunity to participate in an expedition.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners will draw selectively and accurately on varied information to consider the different types of expedition and the factors associated with the development of a range of expeditions. Learners will thoroughly consider the advantages and disadvantages of different types of expedition and the factors that have led to their development, or otherwise. They will draw valid conclusions that are supported by examples, justifying how the development of expeditions has resulted in modern expeditions. Learners will highlight why expeditions are important to the uniformed protective services, expressing coherent, logical views.

**For merit standard,** learners will present a careful, clear consideration of varied factors that contributed to the development of a range of expeditions. Learners will present the outcome of a detailed comparison into the different types of expedition and the factors associated with them, with consideration given to why they are important to the uniformed protective services. Learners will provide relevant examples of expeditions to illustrate their points.

**For pass standard,** learners will show some relevant details or reasons to support a view, regarding the development and purposes of different expeditions. They will give some examples that link to their views. Learners will show that they understand the objectives of each type of expedition and the different factors that have influenced their development. They will also show understanding of how or why different expeditions are suitable for purpose.

#### 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 produce a plan for an expedition of their choice that is well developed and contains comprehensive coverage of planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also thoroughly consider health and safety, risk assessment, first aid, weather and fitness, and explain how the plan fully meets the set objectives. Learners will demonstrate accurate technical competences and full compliance with the expedition's requirements and safety regulations throughout. They will consistently 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 show depth of insight in reviewing the planning and undertaking of their expedition. They will make consistently valid judgements as to their practical skills and techniques, giving logical justifications for any personal improvements for planning future expeditions.

**For merit standard**, learners will produce a plan for an expedition of their choice that contains most key planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also make clear, realistic references to health and safety, risk assessment, first aid, weather and fitness, although some elements might be omitted or covered superficially. Learners will give generally relevant reasons to show how the plan meets the set objectives. 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 in detail and will show objectivity in analysing the strengths identified by the review. They will give generally relevant reasons as to why these were strengths, giving some justification for suggestions to improve their practical skills and techniques to support future expeditions.

**For pass standard**, learners will produce a plan for an expedition of their choice that contains some planning factors, including appropriateness, purpose, permissions, logistics, accommodation, food, equipment and finance. The plan will also make competent references to health and safety, risk assessment, first aid, weather and fitness, but might give only brief or generic consideration to these factors. The plan will meet the set objectives in a basic but adequate manner. Learners will demonstrate the core skills and techniques needed for the expedition, showing limited but acceptable compliance with the skills, techniques and safety considerations of the expedition. Learners will carry out a straightforward review of the practical skills and techniques that were used when planning and which were applied during the expedition. They will identify their strengths and areas for improvement and give some 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: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services
- Unit 12: Developing Personal Fitness Programmes
- Unit 19: Professional Development in the Uniformed Protective Services.

### 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 13: Introduction to Criminology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

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

## 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. You will also explore 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, that certain groups are more likely to commit crimes than others. You will 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 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 services, other public services and other related bodies.

This unit will help you to progress to higher education programmes that have strong links with uniformed protective services professions such as policing, policing and investigation, and sociology and criminology. This unit is also relevant if you wish to progress to an apprenticeship or employment in 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 crime on individuals, communities, the uniformed protective services and other public services
- B** Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders
- C** Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime.

## Summary of unit

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

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

The different methods for measuring crime in England and Wales, and the differences between each method.

- 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 services 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 services 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 services, 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 crime on individuals, communities, the uniformed protective services and other public services</b>		<b>A.D1</b> Evaluate the impact of crime on individuals, communities, the uniformed protective services and other public services using relevant statistics and reports.
<b>A.P1</b> Explain the patterns of criminal behaviour, and how statistics are gathered.  <b>A.P2</b> Explain the impact of crime on individuals, the community, the uniformed protective services and other public services.	<b>A.M1</b> Analyse the impact of crime, comparing and contrasting the official statistics and methods used to measure crime.	
<b>Learning aim B: Explore the methods used by the uniformed protective services 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 services 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 services and other public services.  <b>B.P4</b> Describe the perspectives and methods of punishment in given case studies.	<b>B.M2</b> Analyse strategies used by the uniformed protective services 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 services 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 services 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 services and other public services for witnesses and victims of crime and other organisations.	<b>C.M3</b> Analyse the effectiveness of support given by the uniformed protective services 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.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 sociological textbooks
- the internet (for research purposes).

It is recommended 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

Learners should reference all of their sources and present their work in a format appropriate to the nature of the research.

### Learning aim A

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider the impact of crime on individuals, communities and the public services using relevant statistics and reports. Learners' enquiry should lead to a supported judgement with reference to academic commentary on the benefits and disadvantages of the various statistics and reports used for measuring the impact of crime on individuals, communities, the uniformed protective services and other public services. Learners will include evidence from statistics and reports to fully justify their opinions and conclusions.

**For merit standard**, learners will present the outcome of a detailed examination of data to interpret and study key trends by comparing 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. Learners will show careful, realistic consideration of the impact of crime on individuals, the community, the uniformed protective services and other public services. Learners will make generally appropriate references to public perceptions of crime and the various costs involved, for example supporting witnesses, providing medical support and the cost of providing criminal justice services.

**For pass standard**, learners will give clear details and evidence to support a view on the patterns of criminal behaviour and how statistics are gathered with reference to given case studies. Learners will refer to criminological theories to consider the criminal behaviours in the given case studies. They will also show that they comprehend how statistics are gathered to measure crime and criminal behaviour. Finally, learners will give some relevant explanations regarding the potential impact of the specific offences (as referred to in the case studies) on individuals, the community, the uniformed protective services and other public services.

## Learning aims B and C

**For distinction standard**, learners will draw accurately on varied information to consider the impact of the strategies used by the protective services and other public services for crime prevention and punishment. Learners' research will lead to a fully supported judgement, including individual statements, examples and comprehensive use and application of relevant research and data. Learners will show in-depth understanding of the perspectives on crime prevention and punishment in the case studies, referring to key theorists in order to support their argument.

Learners will thoroughly consider the various forms of support given by the uniformed protective services, other public services and other organisations to victims and witnesses of crimes. They will also consider the support given to victims and witnesses of crime. Learners will make consistently relevant references to research and data, which they will use to justify their arguments and conclusions regarding the effectiveness of the support given. Learners will give well-chosen examples, where necessary, of the positive aspects and challenges associated with support given to witnesses and victims.

**For merit standard**, learners will present the outcome of a detailed examination of the strategies used by the uniformed protective services and other public services for crime prevention and punishment identified in the case studies. Their analysis will be objective and make generally accurate reference to the key theories. Learners will also show detailed consideration of the strengths and weaknesses of the crime prevention and control strategies used in the case studies.

Learners will draw on relevant information from the given case study to interpret key aspect of the support given by the protective services, other public services and other organisations to witnesses and victims of crime. They will show generally accurate understanding and application of relevant theories involved.

**For pass standard**, learners will use the information given in the case studies to give a clear, objective account in their own words on the various crime prevention and control strategies that have been used by the uniformed protective services and other public services in the specific situations. They will give some relevant details and explanation regarding the key elements of each of the specific crime control strategies, as well as the theoretical perspectives on punishment, with some reference to key theorists.

Learners will show realistic understanding of the various factors that contribute to the ways in which a victim will experience victimisation. They will present a generally accurate discussion of various protective services, other public services and other organisations that are involved in providing support to victims and witnesses of crime. Learners will be able to identify the actual support that is available in this regard.

## Links to other units

This unit links to:

- Unit 9: Sociological Perspectives
- Unit 15: Police Powers and the Law
- Unit 18: 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 15: 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.

This unit will help you to progress to higher education courses associated with the uniformed protective services and related disciplines, such as degrees in law, criminology and police and criminal investigation. 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.

## 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
<p><b>A</b> Examine the legal framework surrounding the powers of the police to tackle criminal behaviour</p>	<p><b>A1</b> Powers of the police to search people and their premises</p> <p><b>A2</b> Powers of arrest</p> <p><b>A3</b> Legal requirements for detention, interviews, carrying out further searches and collecting samples</p> <p><b>A4</b> Complaints against the police</p>	<p>Application to case studies of police powers relating to:</p> <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> <p>An evaluation of the safeguards for individuals against the powers of the police, suggesting proposals for reform.</p>
<p><b>B</b> Investigate the various roles undertaken by the personnel of the courts</p>	<p><b>B1</b> The legal profession</p> <p><b>B2</b> Prosecutors</p> <p><b>B3</b> The judiciary</p> <p><b>B4</b> Lay people</p>	<p>Application to case studies of:</p> <ul style="list-style-type: none"> <li>• the pre-trial process, including bail and the pre-trial procedure for different categories of offences</li> </ul>
<p><b>C</b> Explore the criminal trial process to be followed once an individual has been charged with an offence</p>	<p><b>C1</b> The hierarchy of the court system</p> <p><b>C2</b> The pre-trial process</p> <p><b>C3</b> Criminal trial</p> <p><b>C4</b> Sentencing</p>	<ul style="list-style-type: none"> <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> <p>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.</p>

## 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 (PACE) 1984 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 of the 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 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 of the Serious Organised Crime and Police Act 2005:
  - meaning of reasonable grounds under code of practice section 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 to be followed 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
  - release from police custody
  - 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 different methods of complaining about the use of police powers.	<b>A.M1</b> Analyse different 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>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 to be followed once an individual has been charged with an offence</b>		<b>C.D3</b> Evaluate the effectiveness of the criminal trial process and sentencing in a given situation.
<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 unit content being delivered. To prepare learners for assessment, centres could provide a range of case studies or scenarios where they 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

#### Learning aim A

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider the significance of the effectiveness of the safeguards for individuals when the police are exercising their powers. Their evidence should be in a professional format supported, where necessary, with academic commentary and statistics that provide valid support for learners' judgement. Learners will show in-depth consideration of the police powers and sentencing given in the case study to reach a reasoned conclusion regarding 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 present the outcome of a detailed examination on the powers of the police and the safeguards against an abuse of police powers. Learners will 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 evidence, learners will make generally correct references to Acts of Parliament and any relevant case law.

**For pass standard**, learners will show some clear details and evidence to support a view on the powers of the police. Learners will show that they understand what powers the police have in relation to stop and search, arrest, detaining an individual, conducting searches and taking samples. Learners' explanations will include some references to relevant acts of Parliament and case law, where relevant.

#### Learning aims B and C

**For distinction standard**, learners will draw accurately on varied information to thoroughly consider criteria, consistently supported by individual research and academic commentary. Learners' enquiry should lead to a fully supported judgement on the effectiveness of the criminal trial and sentencing, with reference to reoffending statistics for those who have been given a custodial sentence as opposed to a community order or a fine. Learners will consider the impact of using lay people in the criminal trial process as opposed to legal personnel. They 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 evidence will be in a professional format.

**For merit standard**, learners will present the outcome of a detailed examination of the criminal trial process and sentencing, showing valid application to the facts of the given scenario. For each individual in the case studies, learners will provide detailed discussion of the process, both pre-trial and during the trial itself. In relation to the comparison of the role and functions of the legal personnel involved in the court system, learners will draw on their explanation of the various roles from the pass criteria and identify key differences and similarities between each of the personnel. Learners could, for example, identify that neither magistrates nor juries are legally trained and that both deliver a verdict, however, magistrates can deliver a sentence whereas juries cannot.

**For pass standard**, learners will give some clear details and evidence to support a view of the pre-trial and criminal trial processes, as well as the roles of the legal and lay personnel. They will identify the correct category of offence, whether it is summary, either way or indictable, and be able to explain how the processes operate differently, depending on the category of offence. Learners will relate their explanation to the facts in the given case studies and give some relevant examples of the role lay and legal personnel would have in each situation. They will also be able to consider the aims and types of sentences as well as the factors involved in sentencing, making some reference to appropriate case law examples.

### Links to other units

This unit links to:

- Unit 8: Custodial Care
- Unit 14: Principles of Managing Security Threats
- Unit 18: 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.



# Unit 19: Professional Development in the Uniformed Protective Services

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners gain knowledge needed for different career pathways in the uniformed protective services, complete a personal skills audit, develop a career action plan and practise interview skills.

## Unit introduction

The uniformed protective services 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 services, and then develop an action plan towards achieving your selected career aim.

This unit will support you in progressing to higher-education programmes in the uniformed protective services sector. This unit will also prepare you for progression to a career in the uniformed protective services by developing your understanding of investigation, career planning and giving you an awareness of the skills and qualities that uniformed protective services employers look for in a potential employee.

## Learning aims

In this unit, you will:

- A** Investigate career and job opportunities in the uniformed protective services
- 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 services	<p><b>A1</b> Scope and provision of the uniformed protective services</p> <p><b>A2</b> Careers and jobs in the uniformed protective services</p> <p><b>A3</b> Professional training routes in the uniformed protective services</p> <p><b>A4</b> Sources of continuing professional development (CPD)</p>	<p>A report that justifies the selection of a uniformed protective services 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>A 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	<p><b>B1</b> Personal skills audit for potential careers</p> <p><b>B2</b> Planning personal development towards a career in the uniformed protective services</p> <p><b>B3</b> Maintaining a personal portfolio/record of achievement and experience</p>	
<b>C</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	<p><b>C1</b> Job applications</p> <p><b>C2</b> Interviews and selected career pathway-specific skills</p>	<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	<p><b>D1</b> Review and evaluation</p> <p><b>D2</b> Strengths, weaknesses, opportunities and threats (SWOT) analysis and action plan and SMART targets</p>	<p>Review of own performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>A 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 services

#### A1 Scope and provision of the uniformed protective services

The size, breadth and geographic spread of the uniformed protective services locally and nationally, and factors that affect uniformed protective services provision and employment opportunities.

- Uniformed protective services provision data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, link to size of population served.

#### A2 Careers and jobs in the uniformed protective services

- Key pathways – general entry point, e.g. police constable, firefighter, rating in Royal Navy, airman/airwoman 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 services 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 uniformed 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 firefighter
  - 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’s Award 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 uniformed protective services**

- Use of personal skills audit to produce an action plan towards a uniformed protective services 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, 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 Strengths, 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 services</b>		
<p><b>A.P1</b> Explore the different career pathways, the associated job opportunities and their requirements in the uniformed protective services.</p> <p><b>A.P2</b> Explain the development pathway into a selected career in the uniformed protective services.</p>	<p><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 services.</p>	
<b>Learning aim B: Explore own skills, using a skills audit, to inform a career development action plan</b>		
<p><b>B.P3</b> Explain how selected uniformed protective services career matches own personal skills audit outcomes.</p> <p><b>B.P4</b> Create a career development action plan to meet the requirements of intended uniformed protective services career using skills audit outcomes.</p>	<p><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.</p>	
<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>		
<p><b>C.P5</b> Prepare appropriate documentation for use in selection and recruitment activities.</p> <p><b>C.P6</b> Participate in the selection interviews and activities as an interviewee.</p>	<p><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.</p>	
<b>Learning aim D: Reflect on the recruitment and selection process and own individual performance</b>		
<p><b>D.P7</b> Review own performance in the interview activities, supported by an updated SWOT analysis.</p>	<p><b>D.M4</b> Analyse the results of the process and how skills development will contribute to own future success.</p>	
		<p><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 services career.</p> <p><b>C.D2</b> Justify individual responsibility and effective self-management during the uniformed protective services recruitment activity.</p> <p><b>D.D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected uniformed protective services career pathway.</p>

## 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, C.D2, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a range of current uniformed 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 services 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 for how their own skills and CDAP aligns to the selected career, following an investigation into the scope, opportunities and requirements for employment in two different uniformed protective services career pathways. Learners' investigations of different career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required. Learners will 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 consider 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 present the outcome of a detailed examination on 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 consider 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 will articulate their arguments coherently with reference to sources of information and relevant data.

**For pass standard**, learners will give clear details and evidence to support a view on 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 will 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 them to display personal interview response skills.

Learners will be assessed through a simulated assessment activity, for example a simulated entrance test. This will enable them 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, so that learners can use them 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 that 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 evidence 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 give 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 will 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: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 17: 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.



## 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, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational 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 necessary support. Further information is given in *Section 8 Quality assurance*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres 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.

### 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.

### 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 recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

## **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and additional papers for external assessments.

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 Resources and support*.

## **How will my learners become more employable through these qualifications?**

BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1: Links to industry standards*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills 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 that 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 is 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.

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 Administrative arrangements*.

## 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 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2 Structure*. 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 the 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 resit an external assessment to obtain a higher grade of Near Pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice, so you are advised to plan appropriately.

### Key features of external assessment in uniformed protective services

In uniformed protective services, after consultation with stakeholders, we have developed the following.

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services – learners complete a written examination demonstrating their knowledge of behaviour theory, discipline and authority, and how these are applied in a uniformed protective services context. Learners will demonstrate knowledge of fundamental aspects of the sector, including terminology, key components and scale. The assessment consists of short- and long-answer questions related to the sector and how it operates.

### Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*. 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 grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance, which is worth more than an Unclassified result but is 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.

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: Glossary of terms used for internally-assessed units*, we have set out definitions 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..

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.
- 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 learned.

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: Glossary of terms used for internally-assessed units*. 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 the learner 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 Administrative arrangements*.

### 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, which 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 together learning 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 when 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.

## 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. 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 *Guidance for reasonable adjustments 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 the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## 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.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners 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 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
- the likely impact of the adjustment on the learner with the disability and on other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or 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 whom 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 arrangements 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, or 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 and maladministration in vocational qualifications*, 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 and maladministration in vocational qualifications* 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 and 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* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@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)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) 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.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurance 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 about Pearson vocational qualifications and end point assessment 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) – they 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, 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 first 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 (ICEA)*: 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 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.

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 Structure*.

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 Structure*, and for the 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
Certificate, 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, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

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
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	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
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	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 January 2020.

Certificate**		Extended Certificate**		Foundation Diploma**		Diploma**		Extended Diploma**	
180 GLH		360 GLH		510 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

\*\*These qualifications are not eligible for performance tables in England.

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 January 2020

### Example 1: Achievement of a Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 2	120	Ext	Pass	12
Unit 10	60	Int	Merit	10
<b>Totals</b>	<b>180</b>		<b>P</b>	<b>22</b>

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Certificate with an M grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 2	120	Ext	Pass	12
Unit 10	60	Int	Distinction	16
<b>Totals</b>	<b>180</b>		<b>M</b>	<b>28</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified result for a Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 2	120	Ext	U	0
Unit 10	60	Int	Distinction	16
<b>Totals</b>	<b>180</b>		<b>U</b>	<b>16</b>

The learner has a U in Unit 2.

The learner has a U in Unit 2 and there are insufficient points for a P grade.



# 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 January 2020) 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.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals. 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/is 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.

## Training and support from Pearson

### People to talk to

There are many people 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 align 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.

## 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
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <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> Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Examine	Learners select and apply knowledge to less familiar contexts.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Investigate	Learners' application of knowledge is based on personal research and development.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.

<b>Term</b>	<b>Definition</b>
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.
Analyse	Learners present the outcome of methodical and detailed examination either: <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> Analysis could be through activity, practice, written or verbal presentation.
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 and arrive at a conclusion.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Justify	Learners 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>
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).

<b>Term</b>	<b>Definition</b>
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.
Research	Learners proactively seek information from primary and secondary sources.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Article	Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website.
Bibliography using Harvard Referencing System	A detailed list of books and other sources used by learners as part of their research, and which have been incorporated into their work. Sources include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document.  Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.
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.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.



Type of evidence	Definition and purpose
Guide	Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
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.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.

Type of evidence	Definition and purpose
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence.
Proposal	A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome. A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.
Role play/simulated activity	A multi-faceted activity simulating realistic work situations.

Type of evidence	Definition and purpose
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.

# Pearson BTEC Level 3 Nationals in Uniformed Protective Services

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