

## BTEC Level 3 National Extended Diploma (1080 GLH) Uniformed Protective Services: Sample Two Year Delivery Plan

### Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery alongside dates and links to further information.

Date	Action	Description	Resource/reference
August 2020	Pearson set theme	Access the Pearson set theme guidance and topic for planning and writing of assignment briefs.	<a href="#">Pearson set guidance can be found here.</a>
August/September 2020	Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and the equipment, resources and staff expertise will be available.	<a href="#">Authorised assignment briefs can be found here.</a>
September 2020	Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements. Plagiarism, referencing, time management skills, importance of meeting deadlines and centre policies should be covered.	
October 2020	Register your learners	Learner registrations need to be made by 31st October. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
December 2020-February 2021	Allocation of Standards Verifier	Standards Verification should cover RQF/QCF and NQF programmes. Standards Verifiers (SV) will need to see the assessment plan(s) and will agree a sampling schedule with the centre. They are available to provide support and guidance.	The details of the Standards Verifier (SV) will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
December 2020/January 2021	External Assessment Entries	Unit 2 External assessment entries.	Edexcel Online
Mid May -30th May 2021	Internally assessed	Internally assessed unit(s) need to have been sampled and reported by 30th May.	

	unit completed		
30th June 2019	Second sampling completed	Second sampling of Internally assessed units that were not released for certification must be complete.	



17	Understanding the Third Sector	60	4	Internal						SA							SA
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<b>YEAR 2</b>					<b>Term 1</b>												
<b>Unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Hours per week</b>	<b>Ass'ment method</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
2	Behaviour and Discipline in the Uniformed Protective Services	120	4	External													
3	Global Affairs, the Media and the Protective Services	120	4	Internal													
5	Teamwork, Leadership and Communication in the Uniformed Protective Services	90	3	Internal											SA		
12	Developing Personal Fitness Programmes	60	4	Internal						SA							SA

					Term 2											
Unit	Unit title	GLH	Hours per week	Ass'ment method	14	15	16	17	18	19	20	21	22	23	24	25
2	Behaviour and Discipline in the Uniformed Protective Services	120	4	External		R	R	EXT MOC K	EXT MOC K							
3	Global Affairs, the Media and the Protective Services	120	4	Internal		R	R	EXT MOC K	EXT MOC K							
5	Teamwork, Leadership and Communication in the Uniformed Protective Services	90	3	Internal											SA	
16	Research Skills in the Uniformed Protective Services	60	4	Internal						SA						

					Term 3										
Unit	Unit title	GLH	Hours per week	Ass'ment method	26	27	28	29	30	31	32	33	34	35	36
2	Behaviour and Discipline in the Uniformed Protective Services	120	4	External			R	R	R	EXT					
3	Global Affairs, the Media and the Protective Services	60	4	Internal				R	R	R	EXT				
5	Teamwork, Leadership and Communication in the Uniformed Protective Services	120	3	Internal										SA	
16	Research Skills in the Uniformed Protective Services	60	4	Internal			SA								
11	Expedition Skills	60	4	Internal				4 hrs per week	4 hrs per week	4 hrs per week	SA	11 hrs per week	11 hrs per week	11 hrs per week	Expedition and SA

### **Section 3: Sample two year plan – detailed rationale**

#### **Overview**

This is a suggested plan to show how the BTEC Extended Diploma in Uniformed Protective Services (RQF) could be delivered over 2 years.

There is no mandatory requirement for a work experience placement within the qualification, but learners will significantly benefit from access to sector employers when completing units. It is recommended that centres include opportunities for site visits, guest seminars and case studies. It is also worth taking advantage of sector teams to support delivery such as Armed Services visibility teams, government outreach projects and, where appropriate, cadet schemes.

The delivery plan example includes unit 16: Research Skills in the Uniformed Protective Services. This has been included to support the development of research practice for learners who are aiming to enter higher education on successful completion of the programme. Centres may wish to replace this with unit 19: Professional Development in the Uniformed Protective Services where learners are looking for direct entry to employment.

There are two externally assessed units - unit 2 and unit 6.

Unit 2: Behaviour and Discipline in the Uniformed Protective Services. Learners will be expected to apply knowledge of the factors that can affect behaviour and their impact on discipline of individuals and groups within uniformed protective services. Assessment is a 2-hour examination set by Pearson.

Unit 6: Government and the Protective Services. Learners will be expected to apply their understanding of the range and scope of service provision, and the impact that the government has on the work of the protective services. Assessment is a 90-minute examination set by Pearson.

In addition, there is a Pearson-set unit, unit 1: Citizenship and Diversity. Learners are expected to know concepts of citizenship and the diverse nature of communities in the UK, together with the rights and responsibilities of citizens and those that serve them. This unit is assessed through internally set and marked assignment(s) that have been developed around the themes and topics issued by Pearson.

Delivering the externally assessed unit 2 in year 1 offers an opportunity for a resit in the second year. It is suggested that unit 6 is delivered in the second year of the programme.

It is essential that a Level 3 curriculum allows learners the opportunity to develop a solid foundation of skills and knowledge at the same time as facilitating the development of specialist knowledge that represents the diverse needs of the Uniformed Protective Services. The units in this example have therefore been carefully selected to provide learners with a diverse and broad curriculum. The unit choice will also allow for successful transition into the workplace or higher education. In year 1, the suggested delivery plan deliberately holds back units such as Sociological Perspectives until after the first half term. This type of delivery model will allow centres to give learners an intense initial period of development in order to secure essential key learning. Focusing early on theory is important and will support vocational development later in the academic year. The suggested timing of units also allows realistic assessment and synergy across units.

An example here is the delivery and assessment of Skills for Outdoor Activities and the Uniformed Protective Services, which has been positioned in the last term. This will allow the centres to plan and deliver the practical aspects of the unit where weather conditions are less likely to impact.

As an approved centre there is a requirement to ensure that every learner has access to meaningful activity involving employers. Meaningful relationships with the Uniformed Protective Services should certainly enhance the experience of learners. Pearson appreciate that this is not always easy, however centres are encouraged to develop links with local employers/employees, such as the Police, Fire and Rescue Service, Armed Services and government departments. Centres are also encouraged to utilise the vast amount of online resources that exist. These will encourage relevant working practices that reflect the requirements of the sector.

Each internally assessed unit has a number of assignments, although these may relate to three or four learning aims; so, a single task may cover more than one learning aim at a time. The maximum number of assignments for each unit is indicated in the unit specification, under the *Essential information for assignments* section.

The Year 1 delivery plan highlights both mandatory units and optional units (that can be substituted dependent on the centre). It is anticipated that there should be a large amount of taught content in the first term, in order to build a strong foundation of basic skills and knowledge, associated with Uniformed Protective Services. This solid foundation is paramount in the delivery of units where learners are applying skills in a vocational context. Teaching teams are encouraged to draw from industry practice, case studies and Uniformed Protective Service operating procedures as much as feasibly possible. The development of transferable employability skills is

absolutely critical for the long-term development of learners. The optional units in Year 1 will also prepare learners for the rigour of Year 2 units.

This year is all about developing the essential skills and knowledge. The first six weeks offer an opportunity to embed some of the core skills and knowledge learners will need to progress to the optional units. These weeks can be used to secure essential theory, work ethic, expectations and academic study skills.

The Year 2 plan highlights three mandatory units and three optional units (that can be substituted dependent on the centre). The emphasis in Year 2 is on employability and progression. Learners should be encouraged to adopt the philosophy of a Uniformed Protective Service recruit. They should work to deadlines, consider the quality and presentation of work and make clear reference to sector appropriate acceptable work anticipated by Uniformed Protective Services. Learners should constantly reference the work of the sector and realise the crossover of units. This can be achieved by careful assessment design. It is important that learners are given the skills, knowledge and working environment to develop the skills required to succeed in the Uniformed Protective Service sector. Centres are encouraged to involve sector professionals in all aspects of delivery and assessment whenever possible.

This year is all about the application of skills and knowledge. There is an emphasis on skills and knowledge development. Learners should be encouraged to extend learning opportunities into the sector. Examples here could be through online collaboration, working to sector designed briefs, working with Uniformed Protective Service teams. At the end of the year learners should feel equipped and empowered to seamlessly progress into employment or higher education.

The plan has included unit 16: Research Skills in the Uniformed Protective Services. This has been included to support the development of research practice for learners who are aiming to enter higher education on successful completion of the programme. Centres may wish to replace this with unit 19: Professional Development in the Uniformed Protective Services where learners are looking for direct entry to employment.

Term 3 of the delivery plan includes delivery and assessment of unit 11: Expedition Skills. The plan has included four hours a week for the theoretical input, which will take place before the external assessment windows, and then this will increase to 11 hours a week once the external assessment has been undertaken, with the final summative assessment and expedition being the sole activity for the final

week of the plan. This will allow the centre to facilitate the practical skill development required to fully achieve the unit, and therefore provide sufficient learning opportunities without disrupting other units.

The year 2 plan includes unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services. This unit requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the unit as relevant to a key task.

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, importance of command words, how to work to meet deadlines, consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

Pearson has provided a set of study skills [activity sheets](#) for the BTEC Firsts in Public Services that you may wish to adapt and use during induction for your Uniformed Protective Services learners.

**NB** internally assessed units can only be sampled when all learners have completed the unit, resubmissions have occurred and been assessed and internally verified. All units must be available for first sampling and reporting to have to occurred by the **30<sup>th</sup> May** in the year of certification.