

UNIT 3: GLOBAL AFFAIRS, THE MEDIA AND THE UNIFORMED PROTECTIVE SERVICES

Delivery guidance

In this unit, you will help your learners investigate the scope of global affairs in relation to the uniformed protective services and how global affairs are reflected and communicated in the media. Your learners will then review the role of uniformed protective services in global affairs and the influence that the media has on the uniformed protective services. Finally, they will use this knowledge and understanding to respond to a specified global affairs incident by creating their own media such as news reports, social media responses or press releases.

Using up to date global affairs will help engage learners and keep them interested throughout the unit and will motivate them to stay up to date with global affairs. Global affairs should be from the past 5 years.

Guest speakers from local uniformed protective services' media departments could help inspire learners.

Access to computers is recommended to allow learners to research global affairs.

Approaching the unit

This unit should include:

- Theory – i.e. exploring the relationship between global affairs and the media
- Learner guided research – i.e. researching global affairs and their effects on uniformed protective services
- Practical – i.e. allowing learners to develop a variety of appropriate media responses to global events used by the uniformed protective services.

For **Learning aim A**, learners should be introduced to a range of different global affairs and the categories they fall into. Learners could independently research some global affairs to help develop their own research skills. Learners should be introduced to different forms of media, their independence and how media is regulated in the UK. Finally, learners should look at media coverage of current affairs, what the objective of the media is and consider if there is any bias. It could be useful to use real media such as news reports and newspaper articles to help achieve this learning.

For **Learning aim B**, learners should continue to look at real life global affairs and how the uniformed protective services are involved, such as humanitarian aid provided by the armed services after a natural disaster. Next, learners must explore the impact of media on the uniformed protective services, looking at the benefits and challenges of media for the uniformed protective services. Tutors could use case studies or real-life media to help engage the learners. Finally, learners will need to investigate how media coverage can shape public perceptions and directly or indirectly impact the ways in which the uniformed protective services operate. For this final part you could use real life examples, for example how the 'clap for the NHS' during the Covid-19 pandemic and its media coverage affected the uniformed protective services.

For **Learning aim C**, learners need to be aware of the considerations that need to be taken into account when planning and using media, such as the aim of the communication and the audience of the communication. Learners should be made aware of the different types of communication used by the uniformed protective services and the different requirements of these, such as awareness campaigns or recruitment videos. Learners must be taught how to produce effective communications in different types of media such as video, graphics, social media or audio. Learners must be introduced to legal and ethical considerations such as copyright, accessibility and inclusivity. For this section it could be useful to get learners to analyse real life media produced by the uniformed protective services considering the points they have learnt. Learners could also benefit from guest speakers from Media departments within the uniformed protective services so they can see how this is applied in the media and communications produced by the services.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the relationship between global affairs and the media	A1 Global affairs A2 Media A3 Media coverage of global affairs	A report on the relationship between global affairs and media, covering conflict and non-conflict scenarios.
B Assess the impact of media coverage of global affairs on the UK uniformed protective services	B1 Uniformed protective services involvement in global affairs B2 Benefits and challenges of media for the uniformed protective services B3 How media representation influences the uniformed protective services	A review of the impact of media on a specific aspect of the UK uniformed protective services, supported by a media communication in response to a specified global affairs incident that has occurred in the last five years.
C Communicate a response to a specified global affairs incident	C1 How the uniformed protective services use media and communications to support operations C2 Producing communication and media	

Assessment guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on learning aim A and the second on learning aims B and C. There is a maximum number of two summative assignments for this unit.

For the first assignment, you could ask learners to produce a report on the relationship between global affairs and the work of uniformed protective service.

For the second assignment, you could ask learners to produce an example of a briefing paper for the media in relation to a simulated global affair, alongside a background document or presentation detailing the context of how protective services are impacted by media coverage of global affairs.

Authorised Assignment Briefs for Learning Aim A and Learning Aims B and C are available on our website.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to

- Unit 1: Citizenship and Diversity (Pearson-set)
- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services
- Unit 7: Planning for and Responding to Emergency Incidents.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in XX. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Nick Couldry - Media: Why It Matters – ISBN 978-1509515158

Yvonne Jewkes - Media and Crime (Key Approaches to Criminology) – ISBN 978-1446272534

S. Robert Lichter - Theories of Media Bias – in *The Oxford Handbook of Political Communication* (2017) ISBN 9780199793741

Journals

Fire

Police Review

Soldier Magazine

Videos

Armed Service Recruitment videos and press conferences such as the ones below could be useful to help learners analyse media created by uniformed protective services:

<https://www.youtube.com/watch?v=yTaIKnRsaSU>

<https://www.youtube.com/watch?v=D2ldLU8HWmE>

Websites

Social media accounts of uniformed protective services could be useful to help learners analyse media created by the uniformed protective services e.g.

Metropolitan Police <https://twitter.com/metpoliceuk>

News websites such as the ones below could be useful for learners when researching global affairs:

BBC News - <https://www.bbc.co.uk/news>

ITV News - <https://www.itv.com/news/>

Sky News - <https://news.sky.com/>