



Public 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.

It is intended to support post-16 learners who aim to progress to higher education in a related degree course, or to progress to employment in the uniformed protective services. The qualification is equivalent in size to three A Levels. It has been designed to be a two-year, full-time study programme.

What will you study in the first year?



Citizenship & Diversity

To be able to support communities in the UK effectively, uniformed protective services employees must understand the rights and responsibilities of individuals and the diverse nature of these communities in society. For society to function fairly and effectively, it is essential that uniformed protective services promote equality and diversity, ensuring that all members of society have parity.

In this unit, you will explore the features of communities in the UK and investigate the role of citizenship in society. You will learn about the rights of individuals and explore ways in which both citizens and the uniformed protective services meet their responsibilities. Alongside this, you will investigate the different approaches and methods taken by the UK uniformed protective services to promote diversity and equality of service in a changing world. You will develop analytical and research skills, questioning and interpreting data to support decision making on aspects such as changes in service provision as a result of changing demographics and other factors.

This unit is assessed through a written assignment. The assignment will enable you to explore a relevant and current topical aspect of citizenship and diversity in a protective services context. You will be required to research, interpret and analyse a range of information focused on a particular area of interest relevant to the public services.

To help you prepare for next year, research the following organisations and then attempt the questions that follow:

- United Nations (UN)
- North Atlantic Treaty organisation (NATO)
- UK Supreme Court
- European Court of Human Rights
- World Health Organisation (WHO)
- Amnesties International

1. Why do they exist?
2. When did they come into existence?
3. What do they do?
4. How does this organisation affect the work of public services, include an example?
5. Research a specific case or incident the organisation has been involved in?

Behaviour and Discipline in the Uniformed Protective Services

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 is assessed through a written examination. The examination will be two hours and number of marks for the examination is 80. The assessment will be in May 2023.

1. To gain an insight to the unit we would like you to research and explain 'Humanism', in relation to Carl Rogers and Maslow Hierarchy of Needs.
2. How might you explain Maslow Hierarchy of Needs in relation to a current story in the news?

To help your research, you can use 'simple psychology' or any other online text, but please attempt to reference your work.

Physical Preparation, Health and Wellbeing

Understanding how to lead a healthy lifestyle and how to train effectively for personal fitness is particularly important for members of the uniformed protective services. Different uniformed protective services have varying fitness tests, depending on the nature of the job, so it is important to understand these and to know why each uniformed protective services uses particular tests.

In this unit, you will consider different fitness components and how to train effectively. You will explore different types of training and how each type is used to improve an individual's health and wellbeing. You will examine different lifestyle factors and why they are important if you are planning to enter the uniformed protective services. You will find out how to achieve a healthy and balanced lifestyle and will have the opportunity to take part in the different fitness tests that assess the standards set by a specific uniformed protective service.

This unit is assessed through both written and practical assignments.



To help give you a better understanding of what fitness levels are required, research fitness requirements for three contrasting uniformed protective services and produce a poster for each.

Choose one from each column:

Emergency Services	Armed Services	Other Services
Police Service	British Army	Prison Service
Fire & Rescue Service	Royal Navy	RNLI lifeguard
	Royal Marines	Coastguard
	Royal Air Force	

Teamwork, Leadership and Communication in the Uniformed Protective Services



The ability to effectively lead and support is crucial in the uniformed protective services. When all members of a team understand their role, feel supported and know what is expected of them, an effective team can achieve its objectives. Teamwork and effective communication are embedded in the uniformed protective services.

In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective team member while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient. In completing the assessment tasks for this unit, you can draw on your learning from across your programme.

This unit is assessed through both written and practical assignments.

Research the following leadership styles:

- authoritarian
- democratic
- laissez-faire

For each style describe what it is, give an example of when you (or a friend) have demonstrated this style, and finally explain why you think this style is important within the protective services, giving an example of when they might use it.

Skills for Outdoor Activities and the Uniformed Protective Services

Outdoor activities are a broad field that has numerous benefits, including physical, social and psychological benefits. 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 is assessed through both written and practical assignments.

Research the requirements needed for participation in TWO specific land-based, water-based, air-based or alternative outdoor activities.

Examples could be: hiking; mountaineering; climbing; mountain biking; canoeing; surfing; skiing; skydiving etc.

Create a website or PowerPoint promoting your chosen activities

You should include the following.

- Environment: e.g. natural environment, controlled environment (manmade facilities).
- Equipment: e.g. maps, compass, ropes, belaying equipment, canoe, surfboard, safety/protective equipment etc.
- Clothing: e.g. breathable layers, wetsuits, helmets, suitable footwear etc.

Use pictures or videos to try and make it appealing to others.

Expedition Skills

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.

Research the clothing and equipment needed for the following:

- A days rock climbing, mountain biking or navigating - all on Dartmoor
- Followed by an overnight camp at a campsite in Princetown
- This must include food, water and equipment for the activity and survival for 48 hours.

Produce a kit list for everything you will need. Highlight what equipment you currently have and what you would need to buy. Research where you can buy this clothing and equipment and try to find the best UK price.

We look forward to seeing you at the start of our new academic year.