

Uniformed Protective Services - Departmental Curriculum Statement 2022-23

Curriculum Intent Statement

In the first year this course will require learners to examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. In an externally assessed unit they 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. Alongside this in an internally assessed unit, the learners will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour. They will also explore the various methods of crime prevention in England and Wales. They will investigate the various sets of crime statistics that explain the extent of crime in England and Wales, and they 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. They will determine why, according to criminological theories, that certain groups are more likely to commit crimes than others. They will look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, they 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.

In year two our learners will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. They 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. They 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. Also, in year two our learners will develop an understanding of the criminal justice system. They 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, they will explore the different types of sentencing and what the aims of sentencing are. This unit will introduce them to the various personnel involved in the administration of justice and their respective roles in the criminal trial process. They 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. They will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed.

Our curriculum should give learners opportunities to link education and the world of work in engaging, relevant and practical ways. It should enable learners to enhance their English and mathematical competence in relevant, applied scenarios as well as support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Ultimately, it should give learners a route through education that has clear progression pathways to further study or an Apprenticeship.

Fundamentally, after completing this qualification we want our students to have an insightful understanding of what it is like to work within the uniformed public service and some of the issues and principles that underpin it.

Curriculum Implementation Statement

Our curriculum is organised to give our learners a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways in a sector. This gives learners the opportunity to gain a broad understanding and knowledge of Uniformed Protective Services as well being able to investigate areas of specific interest. The curriculum is designed to develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

Curriculum Beyond the Classroom

Having the opportunity to speak with representatives from all the uniformed protective services is essential and we have guest speakers from across all disciplines. Many of whom are ex-pupils who have progressed in this area. Students have the opportunity to visits Police training centres as well as team building and leadership activities delivered by staff and the Royal Marines Visibility team.

Subject Expertise

All staff delivering this course have delivered the curriculum at Level 3 for over five years. All have relevant teaching qualifications to post graduate level. All new members of staff are given a full set of resources and are supported in assessment via the internal verification process.

Destinations

There are mandatory units and optional units. Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of a vocational sector. Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Staff delivering Uniformed Protective Services will have an ongoing dialogue with students about career choices and opportunities. Very often staff receive latest information about new courses, work experience and employment opportunities. This is relayed to students and staff facilitate students in their application process.

The sector-specific skills and knowledge will provide a sound basis for progression to further study of this sector on a Degree programme.