



Summer Independent Learning

Subject/Group	BTEC Extended Certificate in Uniformed Protective Services
Topics	Unit 2 – Behaviour and discipline Unit 15 - Police Power
Timescale	Approx 5 hours
To be completed by	SIL needs to be completed and submitted to teams portal before the first lesson back in September

Unit 15 Police Powers

Starter Quiz – True or False

Write **True** or **False** for each statement.

1. The police can arrest anyone without giving a reason.
2. A citizen can make a lawful arrest in the UK.
3. The Police and Criminal Evidence Act 1984 outlines police powers.
4. Police must always issue a caution when making an arrest.
5. "Reasonable grounds" must be provided when someone is arrested.

Key Terms Match-Up

Match the terms to their definitions:

Term	Definition Letter
Reasonable Force	
Caution	
Indictable Offence	

3. What rights does the arrested person have at this stage?

4. Could "reasonable suspicion" apply in this case? Explain.

Reflective Task

Write a 250-word reflection on this prompt:

"Why is it important that the police follow correct arrest procedures?"

Explain why it matters that police follow the law and proper steps when making an arrest.

You should consider:

- Public trust
- Legal consequences
- Human rights
- Professional standards

Court Proceedings

Learning Aim: To understand the court structure and the roles of key personnel in criminal trials.

Court Structure Sort

Match the court to its function:

Court Name	Function Letter
Magistrates' Court	
Crown Court	
Court of Appeal	
Supreme Court	

Functions:

- A. Handles appeals on complex legal issues
 - B. Deals with most serious criminal cases (e.g., murder)
 - C. First stop for most criminal cases
 - D. Hears appeals from lower criminal courts
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Who Does What?

Match each court role to the correct responsibility:

Role	Responsibility Letter
Magistrate	

Role	Responsibility Letter
Judge	
Solicitor	
Barrister	
Clerk	

Responsibilities:

- A. Legal advisor in court
 - B. Oversees court proceedings and ensures fair trial
 - C. Represents the defence or prosecution in higher courts
 - D. Provides legal support, often prepares cases
 - E. Decides verdicts in summary cases
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Create a Courtroom Diagram

1. Draw a diagram of a courtroom layout.
2. Label the following areas clearly:

- Judge
- Magistrates
- Defence
- Prosecution
- Witness Box
- Public Gallery
- Jury

3. Next to each label, write one sentence explaining their role in the courtroom.
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Insert your drawing in the space below

Mini Case Study Response

Case Study:

A 17-year-old is charged with burglary. In court they plead guilty to the offence.

Questions:

1. Which court is this likely to be heard in and why? (Hint: Think about how age affects which court hears the case.)
2. Will there be a jury? Explain. (Hint: Consider how youth cases are handled differently from adult trials.)
3. What sentence might be appropriate and why? (Hint: Think about the seriousness of burglary and the age of the person.)
4. What rights does the young person have in court? (Hint: Think about how young people are protected in the justice system.)

Legislation

Learning Aim: To identify key laws that give police their powers and protect citizens' rights.

Law Match-Up

Match the legislation to its purpose:

Legislation	Purpose Letter
Police and Criminal Evidence Act 1984 (PACE)	
Human Rights Act 1998	
Criminal Justice Act 2003	
Misuse of Drugs Act 1971	
Equality Act 2010	

Purposes:

- A. Protects individuals from unlawful discrimination
- B. Gives police power to stop, search and detain
- C. Legal framework for dealing with drug-related offences
- D. Sets out rights to fair trial and privacy
- E. Allows changes to sentencing and court procedure

Research & Record

Choose **two** of the acts above. For each, answer the following:

1. When was the act introduced?

Act 1 -

Act 2 -

2. What powers or protections does it offer?

Act 1 -

Act 2 -

3. Give one example of when it might be used.

Act 1 -

Act 2 -

4. Why is it important in maintaining justice?

Act 1 -

Act 2 -

Quick-Fire Legislation Quiz

Fill in the blanks:

1. The main law that governs police arrest and detention is _____.
 2. The _____ ensures that citizens have a right to privacy and liberty.
 3. Under the Misuse of Drugs Act, possession of heroin is considered a _____ offence.
 4. PACE Code _____ outlines rules for stop and search.
 5. A police officer must have _____ to carry out a lawful stop and search.
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Law in Action Reflection

Task: Choose a recent or historical case where police powers were challenged or debated (e.g., protests, stop and search misuse, or a high-profile arrest).

Case Study Example: The Stop and Search of Bianca Williams (2020)

What happened in the case?

In July 2020, British sprinter Bianca Williams and her partner, Ricardo dos Santos, were stopped and searched by the Metropolitan Police while driving in West London. The couple were in a black Mercedes with their baby in the back seat. They were pulled over, handcuffed, and searched under suspicion of carrying drugs or weapons. No illegal items were found. The incident was caught on video and shared widely, sparking allegations of racial profiling.

What legal powers were involved?

The police carried out the stop under the **Police and Criminal Evidence Act 1984 (PACE)**, particularly using **Section 1**, which allows officers to stop and search individuals if they have "reasonable grounds" to suspect illegal activity. Officers must also follow **PACE Code A**, which provides guidance on how stop and search powers should be used fairly and lawfully.

Was the use of power appropriate?

The incident was heavily criticised. The Independent Office for Police Conduct (IOPC) investigated and concluded that there was **no sufficient evidence of reasonable grounds** for the search. In 2023, two officers were found guilty of gross misconduct and dismissed from the force. This outcome suggested that the stop and search was not justified, and police powers were misused in this situation.

What does this tell us about the balance between security and rights?

The case shows the importance of **accountability in policing** and the need to ensure that stop and search powers are not used in a discriminatory or unjustified way. While stop and search is a key tool for preventing crime, it must be balanced with **respect for civil liberties**, equality, and **public trust** in the justice system. This case also highlights the role of body cams, public scrutiny, and independent investigation in holding police officers to account.

Case Study Example: The Brixton Riots and the Scarman Report (1981)

What happened in the case?

In April 1981, violent clashes broke out between police and members of the Black community in **Brixton, South London**. The tensions stemmed from long-standing issues, including unemployment, racism, and the aggressive use of **stop and search powers** by the Metropolitan Police under **Operation Swamp 81**. Over 1,000 people were stopped in just six days, with very few arrests. Many residents felt they were being unfairly targeted based on race, which led to a breakdown in community relations and eventually to the **Brixton Riots**.

What legal powers were involved?

Police were using **Section 4 of the Vagrancy Act 1824**, known as "sus laws," which allowed them to stop and search individuals they **suspected** of intending to commit a crime. These laws were vague and gave officers wide discretion, which many believed encouraged racial profiling and abuse of power.

Was the use of power appropriate?

The public backlash and violence during the riots showed that the use of police powers was deeply problematic. Many believed that "**sus laws**" **disproportionately targeted Black youths** and that police actions escalated rather than prevented disorder. The government's response was to commission an inquiry led by Lord Scarman.

What does this tell us about the balance between security and rights?

The resulting **Scarman Report** (1981) acknowledged that racial disadvantage and poor policing contributed to the unrest. It recommended major reforms, including better police training, community policing strategies, and safeguards against misuse of stop and search. The case is a key example of how unchecked police powers can **damage community trust** and lead to major social consequences. It also led to the eventual repeal of "sus laws" in the **Police and Criminal**

Evidence Act 1984 (PACE), which aimed to regulate police conduct more fairly.

Law in action reflection task – Pick one of the above case studies and answer the questions below?

Write a 250-word reflection, answering:

- What happened in the case?
- What legal powers were involved?
- Was the use of power appropriate?
- What does this tell us about the balance between security and rights?

Add your reflection on the case below:

Unit 2 Behaviour and Discipline

Psychological Perspectives

What is **Psychology**?

Write a summary here of what psychology is...

The main psychological perspectives you will look at in Unit 2 Learning Outcome A are:

Behaviourist

Psychodynamic

Humanistic

Cognitive

Provide a detailed explanation for **Behaviourist** perspective, what does it tell us and identify 2 theorists and the work they carried out:

Provide a definition for the key vocabulary for the **Behaviourist** perspective:

Classical Conditioning	
Operant Conditioning	
Positive reinforcement	
Negative reinforcement	
Stimulus	
Response	

Where do we see this type of conditioning in real life? List as many examples as you can:

Where might we see people being conditioned in UPS? Identify the positives and negatives of this.

Provide a detailed explanation for the **Psychodynamic** perspective. What does it tell us and identify 2 theorists and the work they carried out?

Provide definitions for the key vocabulary for the **Psychodynamic** perspective:

Conscious mind	
Preconscious mind	

Unconscious mind	
ID	
Ego	
Superego	

Provide a detailed explanation for the **Humanistic** perspective. What does it tell us and identify 2 theorists and the work they carried out?

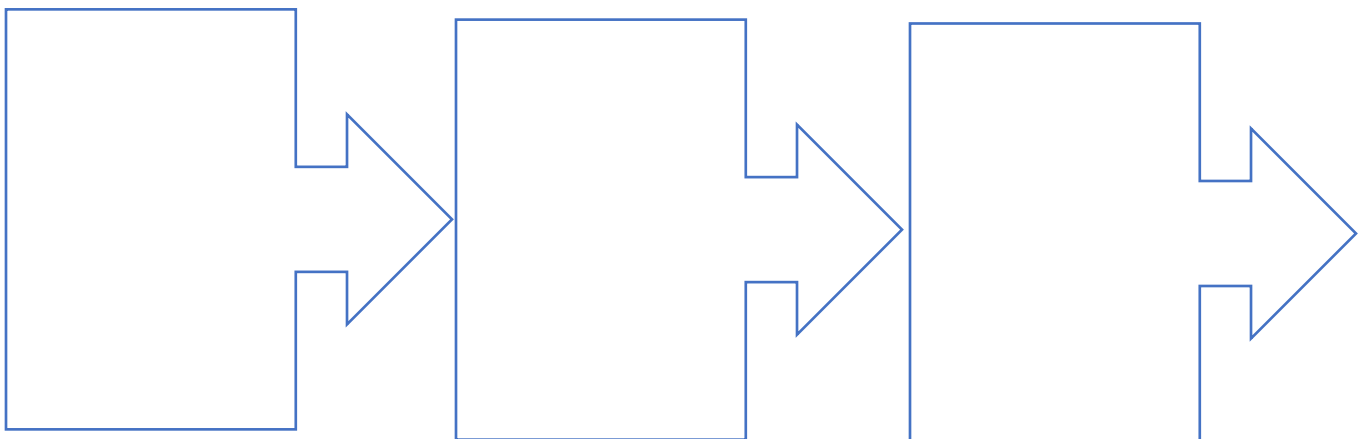
Provide definitions for the key vocabulary for the **Humanistic approach**:

Self-actualisation	
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Free will	
Self-esteem	

Provide a detailed explanation for the **Cognitive** perspective.
<https://www.simplypsychology.org/information-processing.html>

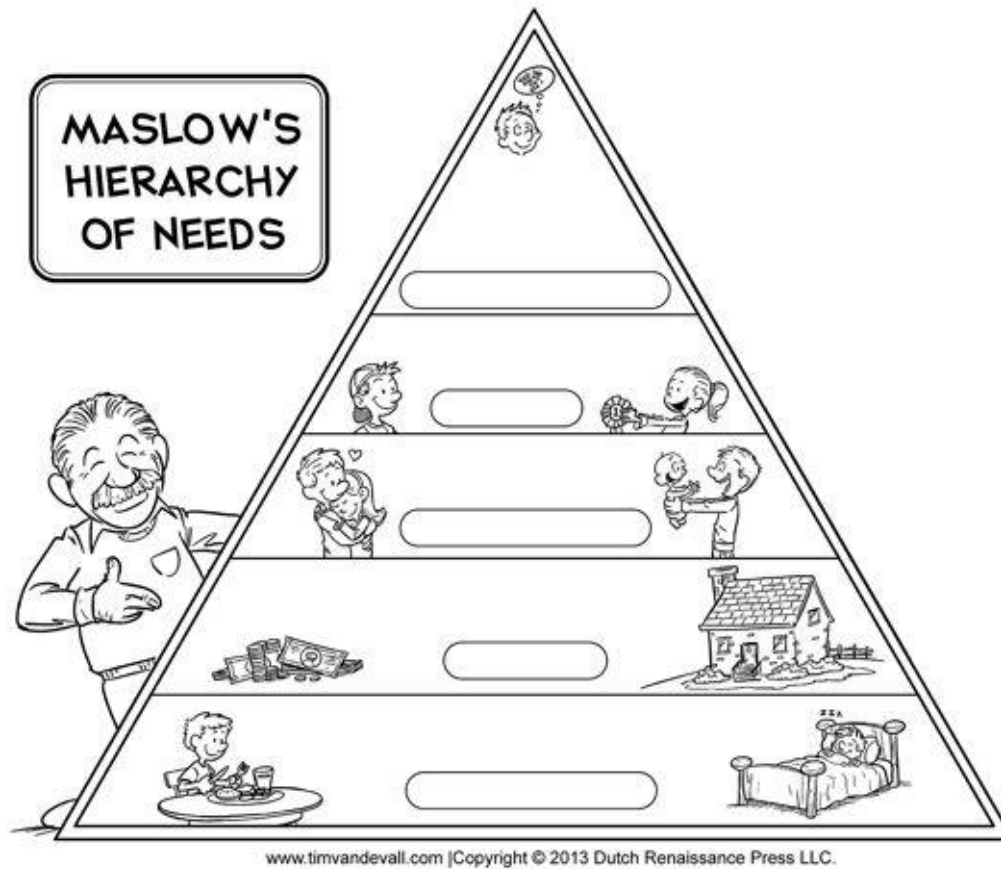
Label the diagram below for the information processing model:



How might PTSD affect someone working in the Uniformed Protective Services?

Looking at **Maslow's Hierarchy of Needs**, explain below in detail what this theory tells us.

Fill in the levels of the pyramid below:



How does this theory apply to the protective services? Explain how needs being met or not being met might impact on a person's behaviour for each of the protective services below:

Fire Service	
Paramedic	

Police	
Armed Forces	