

Summer Independent Learning

Subject/Group	BTEC Extended Diploma in Uniformed Protective Services (Y12-Y13)
Topic	Global Affairs and the Media, Government and the Protective Services, Custodial Care
Timescale	15 hours
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Part 1: Background Information/Context - Global Affairs and the Media

In this unit, you will explore the relationship between global affairs, media coverage and the role of the uniformed protective services. You will examine how the media shapes public opinion and how it is used to communicate information, influence perspectives and provide reassurance during incidents.

You will investigate how global events involve the uniformed protective services and how these are reported in the media. You will also explore how these services respond to incidents and communicate with the public. As part of the unit, you will apply your knowledge by planning and creating your own media response to a global affairs incident.

This unit supports the development of communication, analytical and critical thinking skills, and provides a strong foundation for progression into higher education and careers in the uniformed protective services, including roles with an international focus.

This unit is assessed through a series of coursework tasks.

****If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

Use reliable and valid sources for your research – *DO NOT use AI and DO NOT copy information directly from a website – this is plagiarism.*

Task 1: Understanding Global Affairs

Choose one real-world example for each category and complete the table below:

Category	Example	Description (What, Where, When)	Key causes	Impact on people and countries
Natural disaster				

Manmade disaster				
Humanitarian crisis				
War or conflict				

Task 2: Causes and Types of Conflict

a. Complete the definitions:

Key term	Definition
War	
High-intensity conflict	
Low-intensity conflict	

b. Conflict analysis. Identify two examples of conflict and analyse these using the prompts below:

Conflict example	
Intensity level (high/low)	
Cause 1	
Cause 2	

Conflict example	
Intensity level (high/low)	
Cause 1	
Cause 2	

c. Impact analysis. Now consider the impact of these conflicts using the prompts below:

How these conflicts affect civilians
How these conflicts affect governments

Extension: Refugees and humanitarian crises

Task 3: Media Types and their Role

- a. Using research, find out how the media reports global events. Choose one global event and use the prompts below to summarise your findings:

The global event I have chosen is: _____

Media type 1: Social Media

Platform:
How the story is presented:
Tone (emotional, factual, biased):
Advantages:
Disadvantages:

Media type 2: Broadcast media

TV channel/source:
How the story is presented:
Tone (emotional, factual, biased):
Advantages:
Disadvantages:

Media type 3: Online/print news

Source:
How the story is presented:
Tone (emotional, factual, biased):
Advantages:
Disadvantages:

- b. Compare the different media types in a summary paragraph of 300-350 words.

Task 4: Media Ownership and Bias

Does media ownership influence what we see?

- a. Complete the definitions:

Key term	Definition
State-owned media	
Independent media	

- b. Compare sources:

The global event I have chosen is: _____

	State-owned source	Independent source
Language used		
Focus of the story		
Bias or opinion shown		

- c. Answer the following question in a paragraph of 400-500 words: **'Does ownership affect how news is reported?'**

Part 2: Background Information/Context - Government and the Protective Services

In this unit, you will explore the role and structure of protective services in the UK and how they operate within society. You will learn about the range of services provided and the difference between statutory and non-statutory responsibilities.

You will examine how government at local and national levels influences the work of the protective services, including policy development, funding and accountability. You will also explore how services work both independently and collaboratively to support individuals and communities.

This unit will help you develop an understanding of how decisions made by government impact protective services and the people they serve, supporting progression into higher education and careers in the public sector.

This unit will be externally assessed through a 90-minute exam in January 2027.

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Task 1: Parliament, Roles and Responsibilities

Create a leaflet about the UK Monarchy, House of Commons, House of Lords and devolved Powers. You must include the information below. You should also include images.

UK Monarchy

- What is the role of the Monarch within the UK
- What are the responsibilities of the Monarch in the law-making process?

House of Commons

- What is the composition of the House of Commons?
- How do you become a member?
- Explain the role of the House of Commons
- Describe the responsibilities of the House of Commons

House of Lords

- What is the composition of the House of Lords?
- How do you become a member?
- Explain the role of the House of Lords in law making
- What responsibilities does the House of Lords have?

Devolved Powers

- Describe the devolved powers and the level of devolution/decision making for Scotland, Wales and Northern Ireland
- What are the reserved powers that remain with the UK Government?

Task 2: Exam-style Questions

Answer the exam-style questions below:

- Identify one uniformed armed protective service. (1 mark)
- Give two purposes of the armed protective services. (2 marks)
- Explain one aspect of the composition of the House of Commons. (2 marks)
- Explain two responsibilities of the House of Commons. (4 marks)
- Define parliamentary privilege. (1 mark)
- Explain one purpose of legislature. (2 marks)
- Explain two roles of government ministers. (4 marks)
- Discuss the different powers of metropolitan mayors within the UK. (6 marks)
- Discuss the reservation of powers with reference to the roles of one devolved body. (6 marks)

Part 3: Background Information/Context - Custodial Care

In this unit, you will explore how custodial environments, such as prisons, operate to maintain safety, security and rehabilitation. You will learn about the role of the prison service in protecting the public while supporting offenders to make positive changes in their lives.

You will investigate the security measures used to maintain control, including searching procedures and strategies to ensure the safety of both staff and prisoners. You will also examine the support available to offenders during custody and after release, focusing on rehabilitation and reducing reoffending.

This unit helps develop an understanding of offender management and the balance between control and care, supporting progression into further study and careers in the prison service, probation and wider criminal justice sector.

This unit will be assessed through a series of coursework tasks.

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Task 1: Physical Security in Custodial Settings

- a. What does physical security mean in a custodial environment e.g. prisons, detention centres?
- b. Complete the table below:

Type of physical security	What is it?	Why is it important?
Locks		
Cells		
Alarms		
Fences		
Gates		

- c. Why is physical security important for both staff and prisoners?

Task 2: Security Procedures and Surroundings

Custodial environments must secure both the inside and outside areas. Explain the following:

Patrolling – what is it and why is it used?

Routine checks – what are they and when are they carried out?
Non-routine checks – why are these important?
Security equipment – list and explain at least 3 types
Search areas – what is meant by a defined search area?
Extension question – explain how poor security in surrounding areas could lead to incidents

Task 3: Introduction to Dynamic Security

Dynamic security focuses on relationships and communication rather than physical barriers. It is sometimes referred to as 'relational security'.

Definition of dynamic security:	Why dynamic security is important (give at least 3 reasons):
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Compare physical and dynamic security:

Physical security	Dynamic security

Extension question: Which do you think is more important in a prison setting and why?

Task 4: Role of Prison Officers and Intelligence

Prison officers play a key role in maintaining dynamic security.

Explain their role in:

- Normal activities e.g. education, work
- Domestic visits

- Official visits e.g. solicitors, professionals

Intelligence systems

What is intelligence in a custodial environment?

How is intelligence collected?

How is it used to maintain safety?

Scenario question: An officer notices unusual behaviour from a prisoner. What should they do and why?