



**Level 3 Diploma/Extended
Diploma for
Entry to the Uniformed Services**

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Student Name:



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1.1 - Staff Contact:

| Name | Role | Email/Phone |
|------------------|---|--|
| Sarah Bradley | Personal Tutor/ Lecture | bradleys@chesterfield.ac.uk |
| Daniel Stanhope | Lecture | Stanhoped2@chesterfield.ac.uk |
| Arron White | Personal Tutor/Course Leader | Whitea2@chesterfield.ac.uk |
| Tom McGrail | Vocational Leader for Sport and Public Services | mcgrailt@chesterfield.ac.uk |
| Alex Hall | Curriculum Manager for Leisure Industries | halla@chesterfield.ac.uk |
| College Mainline | Reporting Absence from College | 01246 500 585 |
| Kerrie Robertson | LEAP Mentor (Enrichment, Bursary, Pastoral Support) | robertsonk@chesterfield.ac.uk |

Please note staff working hours are Monday – Friday 8.30am – 5.00pm and they will aim to respond to you promptly. Please try to contact staff through Microsoft Teams/Email as these are usually the best options.

2.1 – College Expectations and Standards.

During your course at College the minimum expectation for attendance is 90% and above for all lessons (Sport and Maths/English if applicable).

You face disciplinary action for the following reasons:

- Attendance dropping below 90% (including being sick)
- Unauthorised absences
- Consecutive absences
- Missing assessment deadlines
- Incomplete work (e.g minimum grade not being achieved etc)

Please also note that Chesterfield College has a three stage Disciplinary process:

- Stage 1 – Targets set to achieve
- Stage 2 – If Stage 1 targets have not been met, parents to be involved with further targets to achieve
- Stage 3 – Panel with senior management with possible removal from the course

2.2 – Grades

At college your personal tutor will explain to you your MTG (Minimum Target Grade) and ATG (Aspirational Target Grade). The grade will be one of the following:

- Pass
 - Merit
-
- Distinction
 - Distinction *

It is important that during your time at college you are working towards your minimum grade, with hope that you will stretch yourself in trying to achieve your ATG.

2.3 - How to Calculate your Final Grade.

In total this year you will complete 9 units to achieve your qualification. There are a total of 4 different grades that can be achieved for each unit of Referral, Pass, Merit and Distinction.

Pass grades are equivalent to grade 2 and 3 at GCSE

Merits are equivalent to grade 4 and 5 at GCSE

Distinctions equivalent to grade 6 and 7 at GCSE

Pass You must get a pass overall for each unit.

Merit Out of the 9 units if you achieve 5 at merit and the rest at pass you will get a merit overall for your course.

Distinction Out of the 9 units if you achieve 5 at Distinction and the rest at pass you will get a Distinction overall for your course.



2.5 – Submitting Assignments

All assignment dates for each unit will be set out by the relevant unit teacher. It is essential that you meet deadlines on time to give yourself the best possible chance of achieving your full potential for each piece of work

All work will be submitted through College VLE. You will be given a guide on how to submit this correctly during your induction week.

From the hand in date you will receive feedback no later than 10 Working Days from your submission date. Within each submission there will be one opportunity to resubmit this piece of work to make improvements to your original submission if the following has been met:

- You met the original deadline (e.g. not a late submission)
- No evidence of plagiarism
- You attempted all the grading criteria

When you hand in your resubmission, please make sure your changes are clearly labelled (red text/different labelled voice clip).

3.1 – Access to Microsoft Office 365

As a Chesterfield College student please ensure you download Microsoft Office 365 which will give you access to the following programs:

- Outlook
- OneDrive
- Word
- PowerPoint
- Excel
- Notebook

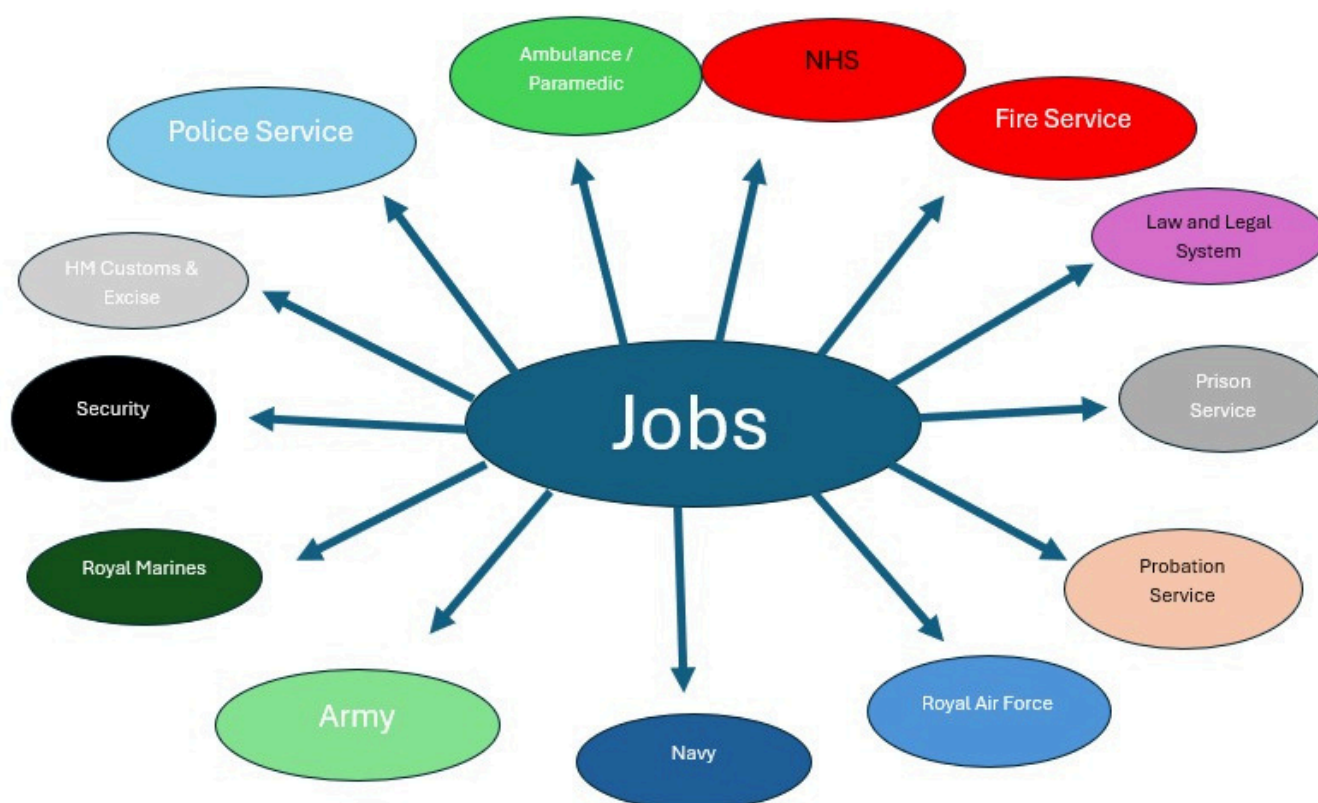
These programmes will be essential during your time at college and can be accessed via your phone, tablet, laptop or computer.

4.1 – Unit Guide and Information

| Unit Name | What the unit involves? | How are you assessed? | Grade I would like to achieve? |
|--|---|-----------------------|--------------------------------|
| Unit 1 - Prepare for a career in a chosen uniformed service (Y/508/4054) | In this unit learners will explain different careers in the uniformed services and then explore a chosen uniformed service. Learners will also identify their own goals and targets to achieve entry to a uniformed service. Learners will then prepare a CV, personal profile or application and take part in a real or simulated interview. Following this, learners will evaluate their performance and suggest areas for development. In this unit learners will develop an understanding of health and wellbeing that contribute to physical fitness. Learners will identify their own level of physical fitness, then plan and participate in a training programme to develop aspects of their physical fitness to meet entry standards of a uniformed service. Learners will also evaluate the effectiveness of the training programme by reviewing the content. | | |
| Unit 2 - Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) | In this unit learners will investigate different styles of leadership whilst identifying their own. Learners must then demonstrate their leadership skills by planning and preparing a team task using communication and feedback. Learners will then evaluate their own skills in the team task to develop their own leadership skills. | | |
| Unit 3 Develop leadership skills (H/508/4056) | In this unit learners will examine the meaning of equality, diversity and inclusion. Learners will also understand radicalisation, as well as British values and standards. Learners will review the impact that radicalisation, extremism and terrorism have had on society. Learners will know about safety requirements when navigating routes. Using this knowledge, learners will plan and navigate a route across open country, prepare route cards and deliver a safety brief to participants. | | |
| Unit 4 - Equality, diversity and inclusion (K/508/4057) | | | |
| Unit 8 - Carry out map reading and navigation | | | |

| | | | |
|---|---|--|--|
| across open country (M/508/4061) Unit 9 Telecommunications in the uniformed services (A/508/4063) | Learners will then evaluate their own map reading and navigation skills. In this unit, learners will understand different communication methods and types of communication systems, together with the importance of communication skills and planning communications. They will explore the use of a range of communications and procedures and send and receive messages using different systems. | | |
| Unit 11 The influence of UK government, international organisations and the media on the uniformed services (L/508/4066) Unit 19 Understanding discipline in the uniformed services (Y/508/4071) | In this unit learners will examine the sectors of government that influence the uniformed services and research the roles of a range of international organisations with which they co-operate. They will research the impact of the judicial process on uniformed service personnel and explain how the media affects public perception of uniformed services. In this unit learners will explain the need for discipline and describe what is meant by obedience and conformity. They will understand the nature of authority and the different types of authority needed as the situation demands. They will develop and demonstrate their own self-discipline skills over the course of the qualification. | | |
| Unit 21 Crime scene investigation (H/508/4073) | In this unit learners will research the principles of crime scene management and carry out an investigation of a crime scene, securing evidence and producing a crime scene report. They will analyse outcomes of the data gathered and consider possible scenarios in order to reach a conclusion | | |

5.1 – What jobs could I progress onto from the course?



6.1 – ASPIRE Journey

As a Chesterfield College student you will not only develop your vocational knowledge of the sector that you are wanting to progress into, but you will also develop your personal skills that are needed for your industry.

At college we refer to this as our ASPIRE skills. These are skills that we believe a critical skill that are needed to work in the uniformed services. Throughout your course and work experience you will develop all these skills to help prepare you for a career in the uniformed services. See below some of the examples where you will be using these skills on your course and where they become important in the sector.



| ASPIRE Skill | When you will use it at college | When you will need it in a sport career |
|--|--|--|
| <i>Collaboration</i> | Designing group presentations to present to the rest of the group. Drill and teamwork. | Working within a team to plan and a mission or an approach to work. |
| <i>Critical Thinking</i> | Analysing Crime Scenes and deciding how to investigate. | Making key decisions on the strategies that you use to assist your services goals. |
| <i>Creativity</i> | Designing a sustainability project. | Thinking about new ways to develop tactics. |
| <i>Communication</i> | Developing leadership and taking direction in a team. | Working with colleagues and the public everyday. |
| <i>Hope and Optimism</i> | Pushing yourself to achieve a distinction in a specific unit. | Pushing yourself to complete university and to become a lifelong learner. |
| <i>Personal Safety & Wellbeing</i> | Understanding the importance physical health and wellbeing in the services | Getting into the service and staying in a service |
| <i>Confidence & Self-Motivation</i> | Reaching your target grade and improving based on assignment feedback | Up skilling and developing yourself. |
| <i>Maths, English and Digital Technology</i> | Design Posters and write. Analyse and devise diet plans. Calculating calories and working with percentages | Writing reports, using computers, and calculating RTC information. Developing a lifestyle improvement plan and planning target heart rate zones. |
| <i>Commitment</i> | Become a reliable member of a team | Being trusted and dependable and respected because of it |

7.1 – Work Experience

This year you will need to complete a minimum of 30 hours of Work Experience.

Most work experience will fall naturally as part of the course with a few key events to assist in making your hours.

| | |
|---------------------------------------|-------------------|
| Army Days and Visits | Detective visits |
| Magistrates Visits | Police away day |
| Police training Visits | Fire station Trip |
| Road traffic collision reconstruction | Residential trips |

If you have gaps you will have to consider doing something that you organise your self

When completing your work experience hours college will need to know the following prior to starting:

- Placement Name/Organisation Name
- Name of Key Contact
- Phone Number
- Email
- Information of types of activities, what will you be doing and when

8.1 – Case Studies from Previous Students

"Taking the public service course has been a transformative experience for me. I've grown so much, both personally and professionally, gaining essential skills like leadership, communication, and problem-solving.

One of the most rewarding aspects has been the chance to meet the Army, the Police and the fire service as a part of the course. These networking opportunities and the diverse perspectives in the classroom have enriched my assignments and broadened my understanding of public service.

I feel well-prepared for my future career, thanks to the practical knowledge and real-world applications we've covered. This course has truly set me up for success at university in my journey to working in the public service field."

James Osborn