

# **Pearson BTEC Entry Level Award in Public Services (Entry 3)**

# **Pearson BTEC Level 1 Award/Certificate/Diploma in Public Services**

## **Specification**

BTEC Specialist qualifications

First teaching September 2009

Amended specification for first teaching September 2013

Issue 7

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

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This specification is Issue 7. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson BTEC Entry Level Award in Public Services (Entry 3) (QCF)

Pearson BTEC Level 1 Award in Public Services (QCF)

Pearson BTEC Level 1 Certificate in Public Services (QCF)

Pearson BTEC Level 1 Extended Certificate in Public Services (QCF)

Pearson BTEC Level 1 Diploma in Public Services (QCF)

The QNs remain the same.

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*All information in this specification is correct at time of publication.*

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## **Summary of Pearson BTEC Entry Award/Level 1 Award/Certificate/Diploma in Public Services specification Issue 7 changes**

<b>Summary of changes made between previous Issue 6 and this current Issue 7</b>	<b>Section number</b>
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualifications' objectives
- any other qualifications which a learner must have completed before taking the qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units that a learner must have completed before the qualifications will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing Pearson BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Public Services (Entry 3)
Qualification Number (QN)	500/7544/5
Date registrations can be made	1st October 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	48
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Award in Public Services
Qualification Number (QN)	500/7545/7
Date registrations can be made	1st October 2009
Age range that the qualification is approved for	14–16 16 –18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	50
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Certificate in Public Services
Qualification Number (QN)	500/7540/8
Date registrations can be made	1st October 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	105
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Extended Certificate in Public Services
Qualification Number (QN)	601/0125/8
Date registrations can be made	1st September 2013
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	27
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Diploma in Public Services
Qualification Number (QN)	500/7541/X
Date registrations can be made	1st October 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	339
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Pearson Information Manual* on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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The Pearson BTEC Entry Level (Entry 3) and Pearson BTEC Level 1 in Public Services have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

## Progression opportunities through Pearson qualifications

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Pearson BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Public Services provide the knowledge, skills and understanding for Level 1 learners to progress to Level 2 vocational qualification such as the Pearson BTEC Level 1/Level 2 First Award, Certificate in Public Services.

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

The 7-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 27-credit Pearson BTEC Level 1 Extended Certificate provides a substantial programme of study for learners which can form part of the 16-19 study programme.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate and Extended Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

## **Industry support and recognition**

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These qualifications are supported by Skills for Justice, the SSC for public services.



### 3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

#### General resource requirements

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- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure of continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.
- The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

#### Specific resource requirements

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As well as the general requirements above, there are specific resource requirements that centres must meet.

##### Unit

Unit 2: Conduct at Work

##### Resources required

Learners need:

- copies of organisational procedures for different types of organisations as appropriate — for example school or college procedures for staff and/or learners relating to conduct and behaviour (or, if in the workplace, copies of the procedures for that workplace)
- relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills)
- copies of any appraisal systems which recognise good conduct or performance.

## **Unit**

## **Resources required**

Unit 4: Public Service Group Project

Learners will need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

Unit 6: Improving Health and Fitness for Entry into the Uniformed Public Services

The capacity to set up and run a range of fitness tests, to the correct protocol. This ideally would include the multi-stage fitness test, as this is used by the police service as an entry test.

Learners should have access to the most up-to-date information, which should include internet facilities and access to relevant trade journals. Learners should also have access to appropriate sports hall and gym facilities and a tutor with a sport or physical activity qualification.

Unit 8: Managing Your Health at Work

Learners need access to appropriate information about the health requirements and potential health risks for specific types of work.

Unit 9: Forensic Detection

Learner access to a range of information resources to complete investigative assignments and case studies will be essential, including a variety of books, journals, internet sites, CD ROMs and DVDs. Learners should also have access to a range of biology, chemistry and physics resources, similar to those used for GCSEs in Science. Learners will need access to a science laboratory equipped with a fume cupboard and standard laboratory apparatus.

Unit 10: Introduction to Security Work in the Public Services

Learners should have access to the most up-to-date reference material, and this should include internet facilities and access to newspapers and relevant trade journals.

Unit 12: Map Reading using Ordnance Survey Maps

Learners will need access to up-to-date Ordnance Survey maps.

## **Unit**

## **Resources required**

Unit 14: Public Services: Assisting the Public

Learners should have access to suitable books, journals and the internet. DVDs as outlined should be available, and a suitable space to allow all learners to view the material should be accessible. Role play of simulated situations should be provided, so learners may develop the skills described in assessment criteria 2.1 and 3.2.

Unit 16: Public Service Project

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

Unit 17: Introduction to Expedition Skills

Correct clothing and footwear for all participants – waterproofs, climbing boots, blister-free socks.

Route card, consent forms and emergency contact details left at the centre.

Centres will also be required to have the appropriate safety equipment, personal protective equipment (PPE) and qualified staff for the chosen activity.

Unit 18: Developing Personal Skills for Leadership

Learners should have access to appropriate sources of information about leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which they can demonstrate leadership skills and give instructions to others.

Due to the nature of learning outcome 3, learners should have access to sports facilities and open areas, as well as any necessary equipment such as planks, ropes and balls to enable them to demonstrate their leadership skills in a practical manner.

Unit 19: Investigating Rights and Responsibilities at Work

Learners should have access to suitable books, journals and the internet. They will also need the services of a suitably qualified first aid tutor, and sufficient space and time, to meet the requirements of undertaking a first aid qualification.

**Unit****Resources required**

Unit 21: Working as a Volunteer

Learners will need the opportunity to undertake a brief period of voluntary work.

Unit 22: Building Working Relationships with Colleagues

Learners must participate in activities that involve colleagues, whether in a real workplace or a simulated environment.

Unit 23: Building Working Relationships with Customers

Learners need access to examples of customer service protocols and need to participate in customer service activity, whether in a real workplace or a simulated environment.

## 4 Qualification structures

### Pearson BTEC Entry Level Award in Public Services (Entry 3) units

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	6
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Minimum number of credits required from Group 1.	3
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
<b>Group 1</b>					
3	A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
4	F/600/3574	Public Service Group Project	Entry 3	3	28
12	T/502/0278	Map Reading Using Ordnance Survey Maps	Level 1	2	20
<b>Group 2</b>					
1	F/503/2806	Searching for a Job	Entry 3	1	10
2	Y/503/2813	Conduct at Work	Entry 3	1	10

## Pearson BTEC Level 1 Award in Public Services units

Minimum number of credits required to achieve the qualification.	7
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Minimum number of credits required from Group 1.	4
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.
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Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
<b>Group 1</b>					
5	M/504/9150	Public Service Careers	Level 1	4	40
6	A/505/0351	Improving Health and Fitness for Entry into the Uniformed Public Service	Level 1	4	40
7	D/600/2397	Personal Skills for the Public Service	Level 1	4	40
9	L/600/3951	Forensic Detection	Level 1	4	40
10	T/600/3295	Introduction to Security Work in the Public Services	Level 1	4	35
11	H/600/2398	Practical Teamwork in the Public Service	Level 1	4	38
12	T/502/0278	Map Reading Using Ordnance Survey Maps	Level 1	2	20
13	K/600/2399	Public Service Incidents	Level 1	4	40
14	R/600/2400	Public Services: Assisting the Public	Level 1	4	40
15	D/502/3708	Planning and Participating in an Event	Level 1	4	30
16	Y/600/2401	Public Service Project	Level 1	3	30
17	D/600/2402	Introduction to Expedition Skills	Level 1	4	36

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
<b>Group 2</b>					
1	F/503/2806	Searching for a Job	Entry 3	1	10
2	Y/503/2813	Conduct at Work	Entry 3	1	10
3	A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
4	F/600/3574	Public Service Group Project	Entry 3	3	28
8	M/503/2848	Managing Your Health at Work	Level 1	1	10
18	J/503/2838	Developing Personal Skills for Leadership	Level 1	2	20
19	K/503/2847	Investigating Rights and Responsibilities at Work	Level 1	1	10
20	T/503/2835	Self-Management Skills	Level 1	2	20
21	D/503/2828	Working as a Volunteer	Level 1	2	10
22	D/503/2845	Building Working Relationships with Colleagues	Level 1	2	20
23	H/503/2846	Building Working Relationships with Customers	Level 1	2	20

## Pearson BTEC Level 1 Certificate in Public Services units

Minimum number of credits required to achieve the qualification.	13
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Minimum number of credits required from Group 1.	7
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.
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Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 1</b>					
5	M/504/9150	Public Service Careers	Level 1	4	40
6	A/505/0351	Improving Health and Fitness for Entry into the Uniformed Public Service	Level 1	4	40
7	D/600/2397	Personal Skills for the Public Service	Level 1	4	40
9	L/600/3951	Forensic Detection	Level 1	4	40
10	T/600/3295	Introduction to Security Work in the Public Services	Level 1	4	35
11	H/600/2398	Practical Teamwork in the Public Service	Level 1	4	38
12	T/502/0278	Map Reading Using Ordnance Survey Maps	Level 1	2	20
13	K/600/2399	Public Service Incidents	Level 1	4	40
14	R/600/2400	Public Services: Assisting the Public	Level 1	4	40
15	D/502/3708	Planning and Participating in an Event	Level 1	4	30
16	Y/600/2401	Public Service Project	Level 1	3	30
17	D/600/2402	Introduction to Expedition Skills	Level 1	4	36



Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 2</b>					
1	F/503/2806	Searching for a Job	Entry 3	1	10
2	Y/503/2813	Conduct at Work	Entry 3	1	10
3	A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
4	F/600/3574	Public Service Group Project	Entry 3	3	28
8	M/503/2848	Managing Your Health at Work	Level 1	1	10
18	J/503/2838	Developing Personal Skills for Leadership	Level 1	2	20
19	K/503/2847	Investigating Rights and Responsibilities at Work	Level 1	1	10
20	T/503/2835	Self-Management Skills	Level 1	2	20
21	D/503/2828	Working as a Volunteer	Level 1	2	10
22	D/503/2845	Building Working Relationships with Colleagues	Level 1	2	20
23	H/503/2846	Building Working Relationships with Customers	Level 1	2	20

## Pearson BTEC Level 1 Extended Certificate in Public Services units

Minimum number of credits required to achieve the qualification.	27
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Minimum number of credits required from Group 1.	25
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 1</b>					
1	F/503/2806	Searching for a Job	Entry 3	1	10
2	Y/503/2813	Conduct at Work	Entry 3	1	10
3	A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
5	M/504/9150	Public Service Careers	Level 1	4	40
6	A/505/0351	Improving Health and Fitness for Entry into the Uniformed Public Service	Level 1	4	40
7	D/600/2397	Personal Skills for the Public Services	Level 1	4	40
8	M/503/2848	Managing Your Health at Work	Level 1	1	10
9	L/600/3951	Forensic Detection	Level 1	4	40
12	T/502/0278	Map Reading Using Ordnance Survey Maps	Level 1	2	20
13	K/600/2399	Public Service Incidents	Level 1	4	40
14	R/600/2400	Public Services: Assisting the Public	Level 1	4	40
16	Y/600/2401	Public Service Project	Level 1	3	30
18	J/503/2838	Developing Personal Skills for Leadership	Level 1	2	20
19	K/503/2847	Investigating Rights and Responsibilities at Work	Level 1	1	10
20	T/503/2835	Self-Management Skills	Level 1	2	20
21	D/503/2828	Working as a Volunteer	Level 1	2	10
22	D/503/2845	Building Working Relationships with Colleagues	Level 1	2	20
23	H/503/2846	Building Working Relationships with Customers	Level 1	2	20

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 2</b>					
4	F/600/3574	Public Service Group Project	Entry 3	3	28
10	T/600/3295	Introduction to Security Work in the Public Services	Level 1	4	35
11	H/600/2398	Practical Teamwork in the Public Service	Level 1	4	38
15	D/502/3708	Planning and Participating in an Event	Level 1	4	30
17	D/600/2402	Introduction to Expedition Skills	Level 1	4	36

## Pearson BTEC Level 1 Diploma in Public Services units

Minimum number of credits required to achieve the qualification.	37
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Minimum number of credits required from Group 1.	20
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.
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Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 1</b>					
5	M/504/9150	Public Service Careers	Level 1	4	40
6	A/505/0351	Improving Health and Fitness for Entry into the Uniformed Public Service	Level 1	4	40
7	D/600/2397	Personal Skills for the Public Service	Level 1	4	40
9	L/600/3951	Forensic Detection	Level 1	4	40
10	T/600/3295	Introduction to Security Work in the Public Services	Level 1	4	35
11	H/600/2398	Practical Teamwork in the Public Service	Level 1	4	38
12	T/502/0278	Map Reading Using Ordnance Survey Maps	Level 1	2	20
13	K/600/2399	Public Service Incidents	Level 1	4	40
14	R/600/2400	Public Services: Assisting the Public	Level 1	4	40
15	D/502/3708	Planning and Participating in an Event	Level 1	4	30
16	Y/600/2401	Public Service Project	Level 1	3	30
17	D/600/2402	Introduction to Expedition Skills	Level 1	4	36

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<b>Group 2</b>					
1	F/503/2806	Searching for a Job	Entry 3	1	10
2	Y/503/2813	Conduct at Work	Entry 3	1	10
3	A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
4	F/600/3574	Public Service Group Project	Entry 3	3	28
8	M/503/2848	Managing Your Health at Work	Level 1	1	10
18	J/503/2838	Developing Personal Skills for Leadership	Level 1	2	20
19	K/503/2847	Investigating Rights and Responsibilities at Work	Level 1	1	10
20	T/503/2835	Self-Management Skills	Level 1	2	20
21	D/503/2828	Working as a Volunteer	Level 1	2	10
22	D/503/2845	Building Working Relationships with Colleagues	Level 1	2	20
23	H/503/2846	Building Working Relationships with Customers	Level 1	2	20

## 5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (e.g. performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including Level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.



## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a standards verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a centre quality reviewer to review centre-wide quality assurance systems
  - lead internal verifier accreditation. this involves online training and standardisation of lead internal verifiers using our osca platform, accessed via Edexcel online. please note that not all qualifications will include lead internal verifier accreditation. where this is the case, we will annually allocate annually a standards verifier to conduct postal sampling of internal verification and assessor decisions for the principal subject area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British Sign Language or Irish Sign Language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

## Unit 1: Searching for a Job

Unit reference number: F/503/2806

**Level:** **Entry 3**

**Credit value: 1**

**Guided learning hours: 10**

## Unit aim

The aim of this unit is to introduce learners to the process of conducting a job search related to their skills and abilities.

## Unit introduction

Searching for a job can be difficult and time consuming. It is therefore helpful to have a good understanding of where to look for potential employment. Throughout this unit, learners will have the opportunity to investigate different sources and discover the most effective way of searching for employment to match their skills and abilities. Learners will also be introduced to the key elements of job adverts.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know sources of information for potential employment	1.1	Identify different sources of information about potential employment	<ul style="list-style-type: none"> <li>□ <i>Potential job sources:</i> e.g. word of mouth, job centres, employment agencies, local community noticeboards, advertisement on the company premises (eg shop window, notice outside restaurant), local newspapers and other local publications, national press, internet</li> </ul>
2	Know own skills and abilities for employment	2.1	Identify own skills and abilities for employment	<ul style="list-style-type: none"> <li>□ <i>Skills and abilities for employment:</i> self-assessment; soft skills, e.g. listening and speaking, working with others; hard skills, e.g. computer skills; abilities, e.g. patient, calm, sensitive</li> </ul>
3	Be able to search for job vacancies from given sources	3.1	Identify the key features of a job from an advert	<ul style="list-style-type: none"> <li>□ <i>Job adverts:</i> standard information to look for in a job advert, e.g. job description, specific skills required, location, working hours, salary and any other benefits, details of how to apply for the job, closing date for applications</li> </ul>
		3.2	Identify job vacancies to match own skills, abilities and interests from given sources of information	<ul style="list-style-type: none"> <li>□ <i>Using sources of information to identify job vacancies:</i> matching your own skills, interest or experience to job vacancies in a given source, e.g. soft skills such as talent for working with people, 'learned' skills such as ability to drive, paint or cook, experience gained through other work or learning; other factors in deciding the appropriateness of a job vacancy, e.g. location, working hours, salary and benefits</li> </ul>



## Information for tutors

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### Delivery

This unit has been designed to make the key topics practically based wherever possible.

The unit lends itself to the use of examples of both real or imagined job roles, but the sources of job information and the actual job vacancies searched for should be real (and preferably current). The job vacancies should also be appropriate to the learner's own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

The tutor could start delivery of this unit by introducing a range of sources of information for potential employment from local and national press, other publications and the internet. If the learner is in the workplace and seeking new employment, they could be directed to the same sources but also encouraged to investigate job opportunities at their place of work, for example via the company's intranet or newsletter. Learners could also be encouraged to share their own experiences of looking for work and where they found or looked for relevant information.

Guest speakers from the Jobcentre and employment agencies could be invited to speak to learners about matching jobs to the skills and experiences of individuals. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting.

For learning outcome 3, tutors could give small groups of learners real or simulated job adverts, appropriate to the level of learners, and ask them to identify the job description, working hours, salary and any other benefits and report back to the rest of the group.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Learners investigate sources of information about public service jobs.

Learners research these different sources to develop their understanding of the role of each.

Assessment: learners describe different sources of job vacancies through completing a poster or worksheet or through a question-and-answer session with the tutor (learning outcome 1).

In small groups or individually with the tutor, learners discuss their skills and review the skills required for potential public service jobs.

Learners then match individual skills to those of a job advert for a public service job (learning outcome 2).

Learners review public service related job adverts in a variety of sources.

Assessment: learners name key features of a job advert and use sources of information provided by the tutor to identify job vacancies in public services, through completing a worksheet or in discussion with the tutor (learning outcome 3).

Assessment debrief and feedback on unit.

## Assessment

For 1.1, learners must identify three different sources of job vacancies. Learners could participate in a discussion to identify the sources of job vacancies, for example newspapers, the internet, shop windows, job centres, community noticeboards. This should be recorded by the tutor for verification purposes.

For 2.1, learners need to carry out a self-assessment to identify two skills and two abilities for employment. The evidence for this may be in the format of a self-assessment checklist.

For 3.1, learners need to state key features, such as the working hours, location and salary/benefits, skills/abilities, from one job advert.

For 3.2, learners need to use two given sources of information to identify two job vacancies which match their skills, abilities and interests. This should be recorded by the tutor for verification purposes.

Tutors may provide learners with the sources of information and guide them through the process of searching, but learners must be able to carry out the search themselves, using their skills and abilities as a guide. The learner is not expected to find one ideal job vacancy at this level, but may pick a range of potential jobs which they think are suitable after discussion and agreement with their tutor.

## Suggested resources

### Journals

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* - H M Prison Service

*Soldier Magazine* - British Army

*YJB News* (covers all aspects of the youth justice systems) – Government News

### Websites

[www.army.mod.uk](http://www.army.mod.uk)

British Army

[www.baa999.co.uk/](http://www.baa999.co.uk/)

British Ambulance Service Association

[www.businessballs.com](http://www.businessballs.com)

Free materials, articles and ideas for the ethical development of people, business and organisations

[www.compactlaw.co.uk](http://www.compactlaw.co.uk)

Compact Law – employment questions and answers

[www.equalityhumanrights.com/](http://www.equalityhumanrights.com/)

Commission for Equality and Human Rights

[www.gov.uk](http://www.gov.uk)

Government website, provides information on all public services

[www.eoc.org.uk](http://www.eoc.org.uk)

Equal Opportunities Commission

[www.fireservice.co.uk](http://www.fireservice.co.uk)

Fire Service

[www.fireservice.co.uk/recruitment](http://www.fireservice.co.uk/recruitment)

Fire Service Recruitment page

[www.hmrc.gov.uk](http://www.hmrc.gov.uk)

HM Revenue and Customs

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

The Home Office home page

[www.homeoffice.gov.uk/police](http://www.homeoffice.gov.uk/police)

The Home Office – Police Service information

[www.learndirect.co.uk](http://www.learndirect.co.uk)

Learn Direct – careers advice

[www.raf.mod.uk/](http://www.raf.mod.uk/)

Royal Air Force

[www.rnli.org.uk](http://www.rnli.org.uk)

Royal National Lifeboat Institution (RNLI)

[www.royal-navy.mod.uk](http://www.royal-navy.mod.uk)

Royal Navy/Royal Marines

[www.ukba.homeoffice.gov.uk/visas-immigration/working/](http://www.ukba.homeoffice.gov.uk/visas-immigration/working/)

Home Office UK border agency working in UK

## Unit 2: Conduct at Work

**Unit reference number:** Y/503/2813

**Level:** Entry 3

**Credit value:** 1

**Guided learning hours:** 10

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### Unit aim

The aim of this unit is to teach learners how to conduct themselves appropriately in the workplace. Learners will explore types of appropriate conduct, how to conduct themselves and how to review their conduct.

### Unit introduction

In any workplace, it is important to conduct oneself in an appropriate manner. Employers and employees expect certain types of behaviour within the workplace, making good conduct an essential employability skill.

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be taught how to behave appropriately in the workplace. They will also reflect on their strengths and weaknesses in terms of their conduct.

### Essential resources

Learners need:

- copies of organisational procedures for different types of organisations as appropriate – for example school or college procedures for staff and/or learners relating to conduct and behaviour (or, if in the workplace, copies of the procedures for that workplace)
- relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills)
- copies of any appraisal systems that recognise good conduct or performance.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about appropriate conduct for the workplace	1.1	Identify different kinds of appropriate conduct in the workplace	<ul style="list-style-type: none"> <li>□ <i>Appropriate conduct for the workplace:</i> interacting and communicating with colleagues and members of the public in familiar situations, e.g. team members, line manager, supervisor, customers; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others</li> </ul>
2	Be able to demonstrate good conduct	2.1	Interact appropriately with colleagues	<ul style="list-style-type: none"> <li>□ <i>Demonstrate good conduct:</i> interacting with colleagues in familiar situations; dressing appropriately for work; appropriate timekeeping; ability to communicate with colleagues and customers</li> </ul>
		2.2	Dress appropriately for work	<ul style="list-style-type: none"> <li>□ <i>Appropriate dress for the workplace:</i> appropriate clothing for different workplaces, e.g. in an office, station, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes; effect of inappropriate dress on the public service</li> </ul>
		2.3	Demonstrate appropriate timekeeping during the working day	<ul style="list-style-type: none"> <li>□ <i>Appropriate timekeeping:</i> being on time for work and knowing about the working day, e.g. when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long lunch break is, turning up to meetings and appointments on time; effects on team members if good timekeeping is not maintained, e.g. shift may not be operational, public service may not be provided</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to carry out a review of own conduct	3.1	Identify an aspect of own conduct that went well and give a reason why it went well	<ul style="list-style-type: none"> <li>□ <i>Reviewing own conduct</i>: talking about an aspect that went well e.g. demonstrating appropriate timekeeping, using polite language when interacting with colleagues; talking about an aspect that did not go so well, e.g. dressing inappropriately, not turning up for a meeting or appointment on time; suggesting ways to improve own conduct</li> </ul>
		3.2	Identify an aspect of own conduct that did not go well and give a reason why it did not go well	

## Information for tutors

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### Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between learners and their line manager/tutor or another appropriate person familiar to learners. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners identify good conduct, for example by asking learners to identify social behaviours in their everyday lives and then encouraging them to think about whether these behaviours would be appropriate in the workplace. Learners could create posters or leaflets to record their ideas.

Tutors/line managers could then explore behaviours in the workplace, for example that there are rules or regulations within every organisation about how employees behave towards each other.

Learning outcome 2 may be delivered in a variety of ways. In a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate the three main aspects of conduct listed in the assessment criteria.

Tutors/line managers may wish to discuss with learners what is appropriate to wear and agree a mode of dress in advance. It would be helpful to discuss with learners that some organisations have uniforms, that some clothing must be worn for health and safety or hygiene reasons, and that it is important to dress smartly and appropriately for the job, for example if you work outdoors you won't need to wear a suit but you will need to wear durable clothes that protect you from the weather.

Tutors/line managers might also wish to discuss possible requirements for timekeeping in different workplaces. For example, if a workplace requires office cover throughout the working day, it isn't appropriate for everyone to go to lunch at the same time.

Learners could review their own conduct through a one-to-one discussion with their tutor or line manager. For learning outcome 3, the tutor/line manager or an appropriate colleague may wish to give learners some constructive feedback on their performance, which they may choose to include in their review.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on identifying appropriate conduct in the workplace and examination of the importance of appropriate conduct in a public service organisation.

In small groups, learners look at case studies showing positive and negative behaviours to develop understanding of the effects of each in a public service context.

Assessment: learner identifies appropriate conduct for the workplace in public services through discussion with the tutor or completion of worksheet (learning outcome 1).

Learners' investigation of how to interact effectively with colleagues, members of the public and other public service personnel.

Learners practise role play in a public service scenario requiring learners to dress appropriately in a work-based assessment.

Assessment: in a role-play scenario, the learner is observed interacting appropriately with colleagues, dressing appropriately for work and demonstrating appropriate timekeeping (learning outcome 2).

Learners review own conduct in the public service scenario, identifying positive and negative indicators (learning outcome 3).

Assessment debrief and feedback on unit.

## Assessment

To achieve 1.1, learners must identify at least two examples of appropriate conduct in the workplace. These are likely to be examples that they have come across in other aspects of their lives. Evidence to support this should be in the form of records of group or individual discussion (written by the tutor or by the learner with sign-off from the tutor, or a video or audio recording). The learner does not need to describe examples of conduct in detail.

To achieve 2.1, 2.2 and 2.3, learners need to demonstrate good conduct by interacting appropriately with colleagues, dressing appropriately for work and showing appropriate timekeeping during the working day. The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner (after the demonstration) about their performance. Evidence to support the observation can take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor/line manager.

For 2.1, learners must show that they know how to interact appropriately with their colleagues in everyday situations, using appropriate language and body language, and listening and responding appropriately, for example clarifying understanding of instructions, responding to feedback given by someone else, helping a colleague.



Colleagues will be people learners encounter most frequently (for example their line manager, supervisor or fellow team members) and will not include customers or unfamiliar colleagues unless it is appropriate for them. Learners will not be expected to communicate about complex issues.

For 2.2, learners must dress appropriately for their work situation. Where this unit is simulated, learners would be expected to dress as they would for work experience or a work placement.

For 2.3, learners need to turn up for work or college classes on time and use their time during the day appropriately (for example taking an appropriate amount of time for their lunch break). Learners are not required to demonstrate detailed prioritisation of daily activities but must know generally about what they are doing during the day and what needs to be done by the end of the day.

Criteria 3.1 and 3.2 require learners to carry out a basic review of their conduct. Learners must identify at least one aspect of their performance that went well, giving a reason (for example turning up on time for work or classes), and one that did not go so well with a reason (for example not listening properly to instructions), with support from the tutor or colleague who has observed them. While the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be through video, taped discussion, written report by the learner or a witness statement written by the trainer.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

## Suggested resources

- Copies of organisational procedures for different types of appropriate public services.
- Relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills).
- Copies of appraisal systems that identify good conduct or performance.

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/browse/working/finding-job">www.gov.uk/browse/working/finding-job</a>	Government website providing advice on looking for a job
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides advice on improving life, including careers advice
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.worketiquette.co.uk">www.worketiquette.co.uk</a>	Provides advice on workplace conduct
<a href="http://www.worksmart.org.uk/career">www.worksmart.org.uk/career</a>	TUC website with advice on work matters, including careers development

## Unit 3: Health and Fitness for Public Service

**Unit reference number:** A/504/9149

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to enable learners will identify risks to personal health. They will learn how to plan a healthy lifestyle for working in a variety of public services, including emergency, non-emergency, voluntary and other public services. they will also learn about fitness testing used by uniformed public services and assess their own fitness levels against these standards.

### Unit introduction

In this unit the learner will develop an understanding of personal health and wellbeing and the factors that promote this. Learners will also look at the methods they could adopt to improve their health and wellbeing and discuss some of the benefits that can be gained by this. Learners will also begin to develop an understanding of the relationships between the body, health and lifestyle.

The unit will give learners the opportunity to gain knowledge of the basic fitness tests that are required as part of the selection stages for a wide range of public services. Learners will look at different levels of fitness required by the uniformed public services as well as the fitness tests that they will undertake. It is vital for learners to understand the importance of continued fitness for the public services.

The final learning outcome will give learners the opportunity to take part in a public service fitness test to enable them to identify their own skills and abilities. Learners will then be able to explore issues relating to their own levels of fitness and produce, with support, a fitness plan designed to improve their health, wellbeing and fitness levels.

Tutors are reminded that there is a progression unit at Level 1, *Unit 6: Improving Health and Fitness for Entry into the Uniformed Public Services*.

### Essential resources

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to improve personal health	1.1	Identify factors that can affect health	<ul style="list-style-type: none"> <li>□ <i>Personal health</i>: factors affecting personal health – positive, e.g. fresh air, food, drink, sleep, warmth, shelter, exercise, diet, clothing; negative, e.g. alcohol abuse, smoking, drug/substance misuse, poor personal hygiene, poor diet, lack of sleep, excess body fat, disease; health issues/illness, age, stress, unsafe sex, lack of exercise, adverse influence of family and peers</li> </ul>
		1.2	Describe methods used to improve health	<ul style="list-style-type: none"> <li>□ <i>Methods of improving health</i>: balanced diet; activities to improve fitness, e.g. fitness programme, healthy eating, active holidays; lifestyle changes; benefits, e.g. long life, improved fitness, increased self-esteem</li> </ul>
2	Know levels of fitness required by public service workers	2.1	Describe fitness levels required for a chosen public service	<ul style="list-style-type: none"> <li>□ <i>Fitness levels expected</i>: emergency service, e.g. fire service, police, ambulance;; armed service types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force; voluntary types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St John Ambulance, Red Cross; other services: types, e.g. Prison Service, Security Services, HM Revenue &amp; Customs, National Health Service (NHS), education; fitness testing, e.g. height, weight, body fat percentage, lung capacity, flexibility, strength, aerobic capacity</li> <li>□ <i>Fitness programme</i>: used by the public services for entry purposes, e.g. Army, Royal Navy, Royal Marines, Royal Air Force, police, fire service; fitness programme selected to include frequency, intensity, duration, balance of muscle groups, warm-up, cool down</li> <li>□ <i>Exercise needs</i>: e.g. aerobic exercise, strength training, muscle toning, weight loss, muscle groups used, flexibility work</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to undertake fitness tests required by public service workers	3.1	Participate in a fitness test for public services	<ul style="list-style-type: none"> <li>□ <i>Public service testing</i>: job-specific public service fitness tests; purpose of tests for the services; to include cardio-vascular endurance; multi-stage fitness tests; strength and stamina; content of tests, e.g. shuttle runs, sit-ups, press-ups, flexibility, grip tests, body percentage fat measurement; performance testing; test protocol</li> <li>□ <i>Assessing the fitness testing</i>:: including how to re-test and when, timescale of re-testing, self-evaluation of results, e.g. development of a fitness programme looking at frequency, intensity, time, type (FITT), diagnosis of personal fitness needs, instigating and following a fitness programme, rest periods, routines and variation of training methods, e.g. weights, circuits and cardiovascular training</li> </ul>
		3.2	Identify own level of fitness	

## Information for tutors

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### Delivery

Initially, learners are looking at factors which can affect health before moving on to look at improving health and the ways this can be achieved, the benefits of improving own health as well as the barriers that may exist. A starting point for learners could be the development of their own fitness and food diary that they can use to identify their own levels of health etc. Learners should be given the opportunity to research issues in a number of different ways, such as the internet, collecting leaflets from health centres, shops etc. They will also be able to record their findings in the most appropriate manner, such as maintaining a 'scrapbook' which could be developed to form the assessment for learning outcome 1.

The second learning outcome requires learners to understand the fitness tests of a number of public services and the minimum requirements to achieve these, as well as the importance of undertaking a warm-up prior to testing and a cool down after testing. This is the most theoretical element of the unit and every effort should be made to deliver the content in a manner which ensures learners' attention is maintained and that they understand the information to which they are being introduced; this will give tutors the opportunity to use some innovative delivery activities. This outcome could be taught in parallel with learning outcome 3.

The final outcome requires learners to undertake a fitness test that is used within the public services. This is very practical and learners will need to record their results for the fitness test they undertake, for example in the form of a checklist.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Practical session on factors that affect health, such as learners keeping diaries for food, alcohol, smoking, lack of sleep etc that could then be discussed and analysed.

Tutor-led discussion with learners' input in several key areas, such as questioning other learners, family etc on the issues.

Learners develop a questionnaire looking at the barriers to improving health and wellbeing. Learners will be able to identify with support the possible barriers that exist; this evidence could be gathered through the use of the questionnaire.

Tutor-led activity on the features involved in improving health and wellbeing. Learners could also do some internet research to see what support is available from the local authorities.

Assessment: learners produce a poster or complete a worksheet identifying factors that affect health, describing methods to improve health and the fitness levels required for a chosen public service (learning outcomes 1 and 2).

### Topic and suggested assignments/activities

Learners could get involved in a sponsored activity as a way of improving their health, with the funds going to a charity of their choice.

Tutor-led session demonstrating the importance of warm-ups prior to undertaking any fitness activity and cooldowns. Learners can undertake these practically to understand the techniques that are required to do these effectively.

Once learners are aware of warmups and cooldowns, they need to understand the requirements of public service fitness tests. This initially could be tutor-led so they are aware of the minimum requirements.

Learners can practise fitness tests with support from the tutor. They will need to be individually tailored to their chosen public service focusing on the areas needed for improvement. Learners can follow this programme for a few weeks.

Assessment: learners to participate in a fitness test, then identify their own fitness levels (learning outcome 3).

Assessment debrief and feedback on unit.

### Assessment

A number of assessment activities can be used to measure the achievement of this unit. Assessment evidence may be in the form of different types of assignments, including practically assessed activities, paper-based exercises, case studies, group research projects, evidence of class tasks, production of class notes, presentations, participation in a number of fitness tests and the production of a personalised fitness programme. Other activities could include using both media information and information selected by learners for research, followed by a group discussion or presentation.

Evidence is likely to be produced at learning outcome level, although opportunities exist for covering more than one learning outcome in an assignment. Evidence of learning outcomes may be in the form of research documentation, posters, video, oral presentation, observed discussions, appropriate role plays or a series of practical exercises and witness testimony. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve outcomes 1.1 and 1.2, learners must identify the factors that affect health and describe the methods used to improve health. This can be assessed through the completion of a chart identifying factors affecting health and describing methods to improve health.

To achieve 2.1, learners will need to describe the fitness levels required for a chosen public service. The public services that learners can investigate could include emergency, armed services, voluntary and others.

To achieve 3.1 and 3.2, learners will be required to participate in a fitness test, allowing them to identify their fitness levels. Evidence could be recorded on a checklist.

## Suggested resources

### Journals

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* – HM Prison Service

*Soldier Magazine* – British Army

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides advice in improving life including careers advice
<a href="http://www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx">www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx</a>	NHS Choices – advice on healthy eating
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force general site
<a href="http://www.raf.mod.uk/careers/nextsteps/index.cfm">www.raf.mod.uk/careers/nextsteps/index.cfm</a>	Royal Air Force – advice on healthy living
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines



# **Unit 4:**

## **Public Service Group Project**

**Unit reference number:** F/600/3574

**Level:** Entry 3

**Credit value:** 3

**Guided learning hours:** 28

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### **Unit aim**

The aim of this unit is to help the learner know how to work effectively as a member of a team through planning, carrying out and evaluating a group project on an aspect of the public service.

### **Unit introduction**

This unit is all about learners being able to work as part of a team to investigate an area that they are interested in, related to the public services. Learners will explore the rules for effective teamwork. The public service covers such a wide area that the learners will be given the opportunity to choose from a range of topics and work with other team members to agree on a topic that interests them. They will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

The learners will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a group project. Through involvement in a group project, learners will develop an understanding of their role in a team and how to interact appropriately with other team members.

This practical unit will be tutor led and will focus on the learner and their strengths and interests. It allows them to develop the team skills that are essential for working in public services. The learner will determine how well they are able to work in a team and consider, areas that could be improved.

### **Essential resources**

Learners will need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to work as a team member when selecting a topic to investigate	1.1	Demonstrate negotiating skills when identifying an aspect of the public services to be researched	<input type="checkbox"/> <i>Identification of project topic:</i> ideas for a public service project, e.g. community safety, safety campaign, history of the police service, role of fire and rescue in the community; use of available books, newspapers, internet
		1.2	Contribute to the discussion in the selection of the subject	
		1.3	Listen to ideas and suggestions of other group members without interrupting them	<input type="checkbox"/> <i>Listen to ideas and suggestions of others:</i> allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others, if appropriate
		1.4	Give their own ideas and suggestions when asked to do so	<input type="checkbox"/> <i>Offer own ideas or suggestions:</i> suggestions, e.g. respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest better ways of doing something
		1.5	Demonstrate team working skills when selecting a project topic	<input type="checkbox"/> <i>Group teamworking:</i> characteristics, e.g. every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions <input type="checkbox"/> <i>Individual teamworking:</i> characteristics, e.g. be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to match strengths and interests to a group project	2.1	With guidance, identify some aspects of the project topic that they think they can do well, based on their strengths and interests	<ul style="list-style-type: none"> <li>□ <i>Matching individual strengths and interests to a group project:</i> strengths and interests, e.g. IT skills could be matched to finding out about chosen topic on internet, producing slides for presentation, good communication skills could be matched to giving a presentation on the group's work</li> </ul>
3	Be able to achieve agreed tasks within the project	3.1	Identify their own tasks in the group project	<ul style="list-style-type: none"> <li>□ <i>Own role and responsibilities in relation to the group project:</i> role and responsibilities, e.g. make two posters for the team's display by the end of next week, print off and bind ten copies of the notes before the group presentation on Monday morning, buy flour and six eggs for the cake sale and remember to bring them on Tuesday</li> <li>□ <i>Complete own aspect of project:</i> complete all aspects of the project, complete project task on time, complete project task to a satisfactory standard</li> </ul>
		3.2	Offer help to other team members	<ul style="list-style-type: none"> <li>□ <i>Offer to help other team members:</i> when to offer help, e.g. offer to show a team member how to do something, offer to help another team member who has fallen behind in the project</li> </ul>
		3.3	Follow instructions to complete aspects of the project they were allocated	<ul style="list-style-type: none"> <li>□ <i>Follow instructions:</i> types, e.g. written, verbal, email</li> </ul>
4	Be able to review the project as a group	4.1	List what went well as an individual	<ul style="list-style-type: none"> <li>□ <i>Successful completion of a group project:</i> knowing project has been successfully completed, e.g. individual tasks completed unaided, project completed within the given timescale, ownership of own role and responsibility within the project, help given to other team members, instructions followed in a safe manner, project completed to a satisfactory standard</li> </ul>
		4.2	Identify what went well as a group	
		4.3	List areas to be improved on as a group	<ul style="list-style-type: none"> <li>□ <i>Areas to improve on:</i> keeping to the timescales, listening to other team members, offering and accepting help when needed</li> </ul>

## Information for tutors

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### Delivery

This unit should be practically based. The unit will require learners to take part in practical team activities so that they may be readily applied under any circumstances. It is important that the research topic is of interest to the whole group.

Although a major part of the delivery focuses on the learners practically conducting their project in a group, the unit must be supported by theoretical input from the tutor. At the identification of a project stage, the tutor may, if necessary, provide support to help shape the direction of the project for the learners. Alternatively the tutor may provide a range of topics that the learners could choose from.

The project will require planning, gathering resources such as presentation materials, and the internet. One or more visits to or by a chosen public service organisation would be highly recommended in order to allow learners to relate not only to the subject matter but also to general teamworking principles in the public service environment. Guest speakers could be brought in to gain further insight into their project topic.

Learners should be encouraged to identify their strengths and interests through the discussions, with guidance from their tutor. Through describing their strengths and interests, they should understand how these could be used to identify the roles and responsibilities for their chosen project.

Learners will have the opportunity to learn and expand on their knowledge of working in a group and using effective teamwork. All learners should have the opportunity to contribute to the planning of the project. The planning could include what they want to find out, where they might get the information, when they need to have the information ready and how they are going to present the information gathered. In order to assist learners and to ensure that the most is being gained from the practical activities, learners should be given the chance to discuss what went well, what did not go so well and how the problems were/could be resolved.

In order to complete the project, learners will need to present their findings. This could be achieved through a number of activities, such as a play, a news topic broadcast, a presentation, production of a poster or a video of the project.

Possible public service project topics could include:

- fire service in the community
- raising awareness campaign
- careers relating to the public service
- 5 k charity run or walk for a chosen public service.

In order to consolidate any learning, the group should come together to discuss how the project went, looking at both the highs and the lows, identifying and listing what went well and areas for improvement. This could be achieved by watching a video that the tutor filmed during the whole process.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion on how to select appropriate topics for a public service-related group project.</p> <p>Learners discuss and select a possible public service-related group project from a given list of topics, e.g. armed service in the community, 5 k charity run or walk, safety campaign.</p> <p>Assessment: when selecting a topic to investigate, learner is observed negotiating, contributing to discussion, listening to other team members, making suggestions and demonstrating teamworking skills (learning outcome 1).</p>
<p>With support, learners match individual's strengths and interests to the chosen group project and develop understanding of individual learner's strengths and interests.</p> <p>Develop understanding of individual learner's strengths and interests.</p> <p>Assessment: learners identify and record an aspect of the project that they think they can do well (learning outcome 2).</p>
<p>Learners demonstrate own role and responsibilities in relation to the given task, eg make two posters for the team's display by the end of next week.</p> <p>Learners offer to help others within team e.g. demonstrating cooperation, supporting others in order to finish the given task in a safe manner.</p> <p>Learners complete own aspect of project, tutor to check that the group project had been completed on time as a group and to an agreed standard. This could be via a presentation, a play, production of a poster for a campaign; this could all be videoed as evidence.</p> <p>Assessment: learners are observed carrying out own tasks, offering help and following instructions (learning outcome 3).</p>
<p>Assessment: with tutor support a discussion to review what went well and what could be improved on, both as individuals and as part of a team. This information could be achieved by watching elements of the project that were video taped during the project (learning outcome 4).</p>

## Assessment

Assessment should be both recorded, for example written, audio, digital, and practical, with recorded work emerging where possible from practical experience. Early creative consideration should be given to the nature of the evidence that is appropriate for this unit, for example digital records, written/spoken word, reports, diaries, presentations, records of discussions, observation sheets on practical performance.

A residential visit may be used in order to achieve some of the criteria and, if this is felt to be suitable, assistance in this area could be sought from the local army youth team, or similar.

To achieve the assessment criteria for this unit learners must identify an aspect of the public services to be researched. These topics can be given from the list in the delivery section and be agreed on as a team. This can be recorded by the tutor as evidence.

For 1.1, 1.2, 1.3, 1.4 and 1.5, learners must participate in a discussion to identify an aspect of the public services to research, and to demonstrate the skills needed for effective teamwork. They must be observed negotiating the aspect of public services to research, contributing to the discussion and giving their own ideas and listening to others' ideas. This should be recorded by the tutor for verification purposes.

For 2.1, the tutor must complete a statement after a tutorial during which the learner identified at least one aspect of the given project that they thought they could do well, based on their strengths and interests. This statement would be used to verify that the learner has achieved the criterion.

For 3.1, 3.2 and 3.3, a video or a discussion could take place which could be supported by the tutor with a statement to say that the learner has provided all the necessary evidence for the assessment criteria. The learner must clearly state the aim of the project, identify their agreed specific tasks in the project and be observed offering to help others and following instructions.

To achieve 4.1, 4.2 and 4.3, a graph or table identifying two areas in which the learner worked well as an individual, two areas in which they worked well as part of a project team, and two areas where they could improve on their ability to work as part of a group could be used. Other methods of evidencing the learning may be used.

## Suggested resources

### Journals

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* - HM Prison Service

*Soldier Magazine* - British Army

*Solicitors Journal* – Wilmington Publishing and Information

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides advice on improving life including careers advice
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.worksmart.org.uk/career">www.worksmart.org.uk/career</a>	TUC website providing advice on work matters including careers development

## **Unit 5: Public Service Careers**

**Unit reference number: M/504/9150**

**Level: 1**

**Credit value: 4**

**Guided learning hours: 40**

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### **Unit aim**

The aim of this unit is to give learners information about jobs available in the public services, and the entry requirements and skills required.

### **Unit introduction**

A career in the public services can be both rewarding and challenging. Whether patrolling the streets helping to prevent crime, working in a call centre receiving emergency calls or peace-keeping in a foreign country, each day will bring different challenges and rewards for employees in the public services.

This unit aims to develop knowledge and understanding of the different public services, such as the emergency services, the armed services, office workers, (for example in the civil service), other services, (for example prison service, the security services, and the voluntary sector) and the roles that these organisations play in society today.

The unit will also enable learners to identify career opportunities within the different services and to investigate the kind of work that public services employees do.

Public services workers need particular skills and qualities which enable them to deal with the different situations they may encounter. Dealing with the public on a day-to-day basis means that good communication skills are essential. Learners will identify the required skills, carry out a personal audit of their own skills and qualities, and produce a personal action plan to prepare for entry to a public service.

### **Essential resources**

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about different public services within the UK	1.1	List the different types of public services	<ul style="list-style-type: none"> <li>□ <i>Types of public service:</i> types: emergency services, e.g. fire service; police, paramedics, coastguard, office workers, e.g. civil service, Ministry of Defence, local government, social services, planning department</li> <li>□ <i>Armed service:</i> types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force</li> <li>□ <i>Other services:</i> types, e.g. prison service, security services, HM Revenue &amp; Customs, National Health Service (NHS), education</li> <li>□ <i>Voluntary sector:</i> types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St John Ambulance, Red Cross, Citizens Advice Bureau</li> </ul>
		1.2	Describe different public service roles	<ul style="list-style-type: none"> <li>□ <i>Roles:</i> types of role, e.g. firefighting and prevention, patient care, crime prevention, improving community relations, preventing conflicts, rehabilitation of prisoners, dealing with accidents and emergencies, humanitarian work, peace keeping, transporting prisoners, working with local communities, administrative work, forensic work</li> <li>□ <i>Types of administrative work:</i> types, e.g. public safety, human resources, budgetary management, operating CCTV; call centre handling</li> <li>□ <i>Crisis management role:</i> uniformed and non-uniformed public services working together, e.g. disaster management, dealing with terrorist incidents, preventing terrorism</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the types of employment opportunities available within a chosen public service	2.1	Describe different jobs in a chosen public service	<ul style="list-style-type: none"> <li>□ <i>Employment opportunities</i>: uniformed, e.g. traffic officer, detective, dog handler, firefighter, paramedic, engineer, pilot; part-time opportunities e.g. Territorial Army, RAF volunteer reserve unit; non-uniformed clerical and administrative jobs; research and development jobs; investigative jobs; technical support jobs/civilian roles, e.g. communication, logistics</li> <li>□ <i>Development of a diverse workforce</i>: recruitment and staff selection, equal opportunities, anti-discrimination policies e.g. religion, race, sexual orientation</li> </ul>
		2.2	outline the entry requirements for a chosen public services job	<ul style="list-style-type: none"> <li>□ <i>Entry requirements</i>: requirements, e.g. qualifications, fitness levels, skills, qualities</li> </ul>
3	Be able to prepare for a public service career	3.1	Plan for entry into a chosen public service	<ul style="list-style-type: none"> <li>□ <i>Planning</i>: e.g. skills and qualities to be developed, qualifications needed; short-term goals, medium-term goals</li> <li>□ <i>Entry requirements</i>: skills, e.g. practical, academic, teamwork, communication, decision making, problem solving, interpersonal, personal effectiveness</li> <li>□ <i>Qualities</i>: level of fitness; ability to show initiative and integrity; good attitude towards authority and discipline; good standards of cleanliness and appearance</li> <li>□ <i>Skills development</i>: personal skills audit, e.g. identify existing skills, identify new skills and experience required, action planning, e.g. dates and targets for improvement, updating and revising existing skills and qualifications</li> </ul>

## Information for tutors

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### Delivery

Tutors have the opportunity to use a wide range of delivery techniques. Role plays, visiting speakers, group work, case studies, DVDs/videos, external visits and direct consultation with members of the public services can all be used to enhance the delivery and learner-centred learning within this unit. All the learning outcomes in this unit can be approached in this way.

The unit contains elements that can be delivered practically; other elements call for supervised and/or assisted research and direct contact with human resources practitioners and personnel from various public services in order to develop the knowledge and understanding of the unit amplification.

Delivery of the unit amplification for learning outcome 1 should make the learner aware of the range of public services. The learner would benefit from visiting different public service promotional events or different public service career offices, to gain an insight into the types of public services, especially the voluntary public services. The activities that can be used are varied and contact with the necessary public services should be encouraged. The Army, RAF, Royal Navy and Royal Marines provide visiting teams who will explain their roles and responsibilities, and also offer 'Look at Life' residential visits, where available, to give learners some first-hand experience of service life. Learners should be made aware of the many non-uniformed roles across the sector, such as local authority employees who work in different departments, such as environmental health and social services, and the jobs that are available in the voluntary sector. They should learn, also, about the many non-uniformed roles in the emergency services, such as emergency call operators, forensic teams, administrators etc.

Learners should also understand the roles carried out by the range of public services. The delivery could take the form of group discussions and presentations, and could include the promotional DVDs and literature provided by the different services. Learners could also carry out their own research, under supervision, to enable them to understand the many different roles of the public services.

For learning outcome 2, the learner needs to understand the types of employment opportunities available within the public services. Recorded episodes or clips from the numerous TV programmes featuring the various public services can be used here effectively, along with visiting speakers and case studies. Learners could carry out assisted research to investigate the many different jobs that are available and what the entry requirements are for these jobs. Primary research involving visits to careers offices or one-to-one interviews with services personnel would be an excellent method of gathering information for this outcome. Learners could access equal opportunities policies from the internet and compare and discuss these. They could then discuss or present their findings within their groups.

Delivery for learning outcome 3 could involve the use of external speakers, and learners visiting local careers offices or searching the various websites of the public services that will provide details of the required skills for each service. Learners will need some practice in planning their careers and discussions considering their skills, training required and short- and medium-term goals would be useful. Learners should be encouraged to identify steps to achieve their goals, the individuals or sources of information that could help them, and timescales for achieving each goal.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor and visiting speakers to introduce different public services, for example, emergency services, armed services, voluntary services, other different roles of services.

Tutor to organise visits to different public services.

Learners to make notes from above and carry out their own assisted research.

Learners watch videos/DVDs, recorded TV programmes, case studies, role plays, group discussions.

Assessment: learners produce a careers leaflet listing a range of uniformed and un-uniformed services and the different public services roles (learning outcome 1).

Assessment: learners present information about job opportunities in one public service, and state what the entry requirements are (learning outcome 2).

Assessment: learners outline their skills, qualities and experience relevant to chosen public service career and prepare an action plan for entry into the chosen public service that states skills the learner will require and how and when they are going to develop them (learning outcome 3).

Assessment debrief and feedback.

## Assessment

A number of assessment activities can be used to measure the achievement of the learning outcomes in this unit. Assessment evidence may be in the form of written assignments, case studies, group discussions or presentations, role play and observed activities. The assessments should be practically based, wherever possible.

All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated outcomes.

In order to achieve 1.1 and 1.2, learners will be expected to list the different public services and to describe the main roles of these services. The production of a poster and/or leaflet, suitable for use at a careers exhibition, could be used.

Learning outcome 2 states that learners should understand the different employment opportunities that are available in a chosen service. To achieve 2.1, learners must describe different jobs in a chosen public service. They should be encouraged to choose one example from either an emergency or a voluntary service that they are interested in and then find out about the variety of jobs carried out within that service. For 2.2, learners must outline the entry requirements for a chosen public services job. A discussion could take place focusing on the advantages and disadvantages of the different job roles, and learners could note the entry requirements.

For learning outcome 3, learners should be introduced to the range of skills that would be required for their chosen public service job and should then produce their own action plans for developing the necessary skills. To achieve 3.1, learners must outline the skills, qualities and experience required for their chosen public service. Learners could include details of their own skills, qualities and interests. They could then use the entry requirements information from learning outcome 2 and match

them against their own skills. Learners should then be encouraged to suggest ways of how they might 'fill the gaps'.

### **Suggested resources**

There are currently no specific reading resources for learners studying Level 1 in public services. The following list represents a resource for tutors that can be used and adapted for the delivery of this unit.

#### **Journals**

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* - H M Prison Service

*Soldier Magazine* - British Army

#### **Websites**

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

# **Unit 6:**

## **Improving Health and Fitness for Entry into the Uniformed Public Services**

**Unit reference number:** A/505/0351

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

This unit aims to increase learners' awareness of health improvements that they can make, including to fitness, nutrition and lifestyle, for entry into the uniformed public service.

### **Unit introduction**

The unit starts by introducing the learner to the main elements of a healthy lifestyle, i.e. fitness, nutrition and other lifestyle factors. Alongside this, learners begin to look at fitness tests and their relevance to entry into the public services. Learners will participate in a range of fitness tests and will be able to measure their levels of fitness through the results of these. Following this participation, learners will be able to plan a health improvement programme.

The health improvement programme will focus on fitness, nutrition and lifestyle factors and how the learner might plan to improve their approach to each of these. Learners will have varying levels of fitness prior to undertaking this unit and they will be able to build on their strengths and identify areas for development. The fitness aspect of the programme will be based on their fitness test results and identify areas in which improvements can be made through regular exercise. The nutritional plan should identify the learner's current intake of different food groups and consider where improvements can be made to achieve a balanced diet.

The third area of lifestyle factors will require the learner to consider the other factors that may be affecting their short-term and long-term health.

The learner will need to review the success of their programme after a period of time and consider their progress against their original plan.

This unit is a natural progression from the Entry 3 unit *Unit 3: Health and Fitness for Public Service*.

## Essential resources

The capacity to set up and run a range of fitness tests, to the correct protocol. This ideally would include the multistage fitness test, as this is used by the police service as an entry test.

Learners should have access to the most up-to-date information, which should include internet facilities and access to relevant trade journals. Learners should also have access to appropriate sports hall and gym facilities and a tutor with a sport or physical activity qualification.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know components of health improvement	1.1	Describe aspects of fitness	<input type="checkbox"/> <i>Fitness</i> : strength; muscular endurance; aerobic endurance; power; flexibility; agility; balance; coordination
		1.2	Identify nutrition required for health	<input type="checkbox"/> <i>Nutrition</i> : food groups; carbohydrates; fats; protein; fibre; sugar; vitamins; minerals; hydration; balance; preparation of meals; quantity of each meal; timing of meals; national food guide
		1.3	Identify lifestyle factors affecting health	<input type="checkbox"/> <i>Lifestyle</i> : exercise; work; study; social life; peer pressure; other pressures; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants



Learning outcomes		Assessment criteria		Unit amplification
2	Be able to plan a programme to improve health for entry to the uniformed public services	2.1	Participate in a fitness test for a uniformed public service	<ul style="list-style-type: none"> <li>□ <i>Purpose of fitness tests:</i> army e.g. army physical fitness test (APFT); police e.g. police fitness test (PFT); navy e.g. Royal Navy fitness test (RNFT)</li> <li>□ <i>Testing:</i> purpose of tests for the public services; fitness levels expected; requirements of public services</li> </ul>
		2.2	Present a programme to improve personal health	<ul style="list-style-type: none"> <li>□ <i>Developing fitness:</i> multi-stage fitness test; sit and reach test; grip test; vertical jump test; 40 m sprint; 1.5 mile run; one minute of press-ups; one minute of sit-ups</li> <li>□ <i>Target setting:</i> specific, measurable, achievable, realistic, time constrained (SMART)</li> <li>□ <i>Fitness training methods:</i> continuous running; fartlek running; interval running; circuit training; resistance training</li> <li>□ <i>Fitness programme:</i> design; frequency, intensity, type, time (FITT); personal goals; medical history; motivation</li> <li>□ <i>Nutrition plan:</i> current intake; balance; preparation; quantity; timing</li> <li>□ <i>Lifestyle:</i> pressures; barriers; balance; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants</li> </ul>
3	Be able to participate in a personal health improvement programme	3.1	Undertake a personal health improvement programme	<ul style="list-style-type: none"> <li>□ <i>Health improvement programme:</i> personal goals; frequency; intensity; fitness training; nutrition; lifestyle factors</li> </ul>
4	Be able to review personal health improvement	4.1	present the outcome of own health improvement programme	<ul style="list-style-type: none"> <li>□ <i>Present outcome:</i> review, e.g. self-evaluation, feedback from peers, feedback from tutor; success, e.g. against original plan, achievement of goals, were targets met</li> </ul>

## Information for tutors

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### Delivery

Practical activities and fitness training will provide the central focus for this unit. All aspects of fitness should be considered when measuring the learner's current fitness level to ensure that they understand what is being measured when they are completing the tests. Uniformed public service personnel should be invited in to conduct talks about health and service performance and/or carry out fitness tests. Learners should have the opportunity to explore the fitness requirements and expectations of different services through external visits and internet access to service-specific websites.

Fitness tests should be used as a measure of fitness early in the delivery of the unit, before planning a personal health improvement plan, and then used again on completion of the programme to measure learners' progress on their personal health improvement plan.

Tutors should ensure there are opportunities for learners to experiment with meal planning and preparation. All elements of dietary planning are to be considered to ensure that learners understand such concepts as fats and sugars being essential elements of a healthy diet. The term 'diet' should be used in a positive manner to discuss nutritional intake without the negative connotation of unhealthy weight loss. Practical activities, such as keeping personal dietary diaries and tracking the content of usual meals and snacks, would be useful in making learners aware of their own diet and how nutritional it is. Practising meal preparation would be greatly beneficial in applying the theory of meal planning.

Lifestyle should be considered from the perspective of the impact that it has on study and employment prospects in the uniformed public services. Visiting speakers from the emergency services or from the armed forces would add real value and weight to this section of the unit.

Learners should be given a significant amount of time in this unit to develop their fitness and experiment with training methods, as well as completing relevant fitness tests.

The 'Eatwell Plate' on the NHS Choices website provides excellent, current guidance on achieving a balanced diet and suggests some great recipes to try.

It may be useful to use a buddy system for this unit that would enable learners to work in pairs to monitor each other and provide constructive feedback on progress and improvements. This feedback could then contribute to the end-of-unit review.

Target setting should be delivered using the principles of SMART as this will facilitate a useful end-of-unit review.

Tutors should ensure that learners include in the review of the fitness test how well their personal health improvement plan contributed to the outcome.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. In groups, learners examine the components of fitness, nutrition and lifestyle. Consider the elements of fitness, nutrition and lifestyle which are relevant to any individual. Tutor introduces purpose of fitness tests and fitness entry requirements. Assessment: learners describe aspects of fitness and the nutrition and lifestyle factors affecting health (learning outcome 1).
Learners individually complete a range of fitness tests which will provide information on current fitness levels. Using the information gained from completion of the fitness tests, the learner should identify the areas of fitness which they can develop (learning outcome 2).
Introduction of components of a health improvement programme. Learners should each produce a plan of a personal health improvement programme (learning outcome 2)
Practical delivery of fitness training methods. Practice in developing and designing programmes. Keeping a nutritional diary and assessing the content. Learners are observed participating in their personal health improvement programme. Learners should each engage in a self-evaluation process upon completion of the programme and should have access to peer and tutor feedback in order to complete this. Learners should present the outcome, e.g. report, verbal presentation (learning outcome 3).
Assessment debrief and feedback on unit.

## Assessment

Assessment for criteria 1.1, 1.2 and 1.3 could be conducted through discussion and written evidence. Posters or leaflets could provide an excellent representation of components of health improvement which must include a description of the aspects of fitness and nutrition and identify lifestyle factors.

To achieve criteria 2.1 and 2.2, learners will need to appraise their current fitness, diet and lifestyle in an honest but non-judgemental way. Learners must be observed participating in a fitness test for a uniformed public service. With support, learners should then identify areas where they can improve and from this construct a programme (with the use of SMART targets) which will indicate what is to be developed, how, by when and what support the learner feels they will require to achieve this. Tutors must guide their learners to ensure that a sense of achievement will be gained through the programme and that the learner is not being unnecessarily strict with themselves or setting unattainable targets. Authenticated observation records should be kept to confirm assessment and for verification purposes.

Criterion 3.1 could be delivered through an entirely practical approach during which the learners gain practical experience undertaking the personal health improvement programme. Authenticated observation records must be kept for verification purposes.

Criterion 4.1 could be evidenced through feedback provided by the tutor and a personal reflective log compiled by the learner. It is important for the learner to feel a sense of achievement of their personal goals and be able to identify areas for improvement.

## Suggested resources

### Book

Bean A – *Food For Fitness, Third Revised Edition* (A & C Black Publishers Ltd, 2007)  
ISBN 9780713681284

### Journals

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service* – H M Prison Service

*Soldier Magazine* – British Army

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	Ambulance Service Association
<a href="http://www.army.mod.uk/infantry/regiments/12078.aspx">www.army.mod.uk/infantry/regiments/12078.aspx</a>	Army Look at Life
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.gov.uk/government/organisations/ministry-of-defence">www.gov.uk/government/organisations/ministry-of-defence</a>	Ministry of Defence
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.raf.mod.uk/rafhome.html">www.raf.mod.uk/rafhome.html</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

# **Unit 7: Personal Skills for the Public Services**

**Unit reference number: D/600/2397**

**Level: 1**

**Credit value: 4**

**Guided learning hours: 40**

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## **Unit aim**

The aim of this unit is to introduce learners to the skills they will utilise in their future careers in the public services. Learners will develop skills in a number of practical and innovative ways, which can be used as 'stepping stones' for their future.

## **Unit introduction**

This unit will help the learner identify and develop skills required by individuals for work in the public services. The unit will provide the learner with a number of opportunities to develop written communication, verbal communication, interpersonal and personal effectiveness skills, and time management skills.

Where possible, these skills should be developed by learners preparing for, participating in, and reporting on a visit to a public service organisation.

On completion of this unit, learners will appreciate the variety of skills required by public service organisations. They will have had the opportunity to identify and practise developing some of these skills.

## **Essential resources**

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the communication and interpersonal skills required by the public services	1.1	Describe using examples, the main types of communication skills used by the public services	<ul style="list-style-type: none"> <li>□ <i>Communication skills</i>: types, e.g. writing letters, reports, note-taking, emails, memorandums, accuracy, giving orders, writing instructions, giving evidence, use of acronyms and short codes, scene of crime; using technology e.g. radio, email, fax, SMS, radio, digital camera, satellite navigation, video camera</li> <li>□ <i>Speaking</i>: types, e.g. verbal reporting, discussions, presentations, giving evidence, radio procedures, phonetic alphabets, questioning skills</li> <li>□ <i>Listening skills</i>: types, e.g. radio messages, repetition of information, in person, via telephone</li> <li>□ <i>Non-verbal skills</i>: types, e.g. body language, gestures, facial expression</li> <li>□ <i>Reading</i>: following orders, receiving directions, mapreading, following instructions, analysing witness testimony</li> </ul>
		1.2	Outline the need for good interpersonal skills in the public services	<ul style="list-style-type: none"> <li>□ <i>Interpersonal skills and personal effectiveness</i>: acceptable language and behaviour when on duty, e.g. body language; interviewing skills, stress management, assertiveness, accountability, enthusiasm, teamwork, leadership skills, dealing with groups</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the need for time management skills within the public services	2.1	Explain how effective time management skills can assist with specific public services issues	<ul style="list-style-type: none"> <li>□ <i>Time management</i>: types, e.g. being punctual, setting goals and priorities, prioritising urgent and important tasks, making time to plan, delegating and focusing time on key activities to become more productive</li> <li>□ <i>Public services issues</i>: types, e.g. working long hours, the need to be on duty at weekends and night, limited planning time, frequent interruptions, e.g. in person, by telephone, by email, heavy workload, shift patterns</li> </ul>
3	Be able to demonstrate effective communication and interpersonal skills as used in the public services	3.1	Present information/points of view clearly and in an appropriate language	<ul style="list-style-type: none"> <li>□ <i>Emergency services</i>: fire service; police; paramedics; coastguard</li> <li>□ <i>Armed services</i>: types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force</li> <li>□ <i>Office workers</i>: types, e.g. civil service, Ministry of Defence, local government, social services, planning department</li> <li>□ <i>Other services</i>: e.g. prison service, security services, HM Revenue &amp; Customs, National Health Service (NHS), education</li> <li>□ <i>Voluntary sector</i>: types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St Johns Ambulance, Red Cross</li> <li>□ <i>Types of skill</i>: including professional and technical skills e.g. job-specific skills developed during training; practical, academic, teamwork, communication, decision-making skills, interpersonal and personal effectiveness skills, reasons why specific skills are important</li> </ul>
		3.2	Present information in a logical sequence	
		3.3	Use interpersonal skills in a given situation	

## Information for tutors

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### Delivery

Tutors delivering this unit have a variety of opportunities to use a wide range of delivery techniques. Case studies, outside speakers, outdoor activities, sporting events, paper-based exercises, videos, role plays, external visits, residential activities, direct consultation with selected areas of public services and live data can all be used to enhance the delivery and learner-centred learning within this unit. This approach can be applied to all learning outcomes of the unit.

This unit has elements that should be delivered practically; the other elements should encourage supervised and assisted research and contact with both human resource management practitioners and personnel from various public services in order to develop understanding and provide support for the knowledge base established within the unit.

Learners need to become aware of the different types of decision making used by the public services and examples of when these types of decisions would be made. The nature of the decision and how to make decisions should be discussed, as well as the different factors that affect decision making. The activities used can be varied and contact with public service organisations is highly encouraged. Some public services, for example the Army and the RAF, provide visiting teams who will give learners a practical insight into problem-solving activities and decision making using the type of activities that would be beneficial to the learners. However, the learner's knowledge of decision making relating to the public services need be theoretical only at this level.

Learners should understand the importance of good time management within the public services, with consideration of the specific issues they face. The delivery of this learning outcome could take the form of group discussions and presentations by learners. It would be expected that various examples associated with time management within the public services would be discussed during this learning outcome.

The use of case studies and role plays should be incorporated into the delivery of communication skills. The use of visiting speakers could provide learners with a realistic insight, for example Royal Navy personnel might discuss the types of communication skills they use on a daily basis and whether they have to use any specialist types of communication equipment.

The learner needs to be able to demonstrate effective communication skills in order to resolve problems. These can be demonstrated through a wide range of activities and learners could be given the opportunity to participate in a range of group problem-solving activities. Learners should be encouraged to keep a logbook that records their participation in such activities and the communication skills they have demonstrated.

Overall, delivery of the unit should allow learners to practise and develop appropriate personal effectiveness skills related to a realistic working environment.



## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Discussion session to produce examples of writing skills, e.g. recording skills, what needs to be captured etc.

Learners practise these writing skills using various case studies to show their relevance in the public services.

Learners watch a variety of public service programmes and make notes on the different ways the service personnel communicate and the forms this takes.

Tutor-led delivery on the phonetic alphabet, giving evidence, and questioning skills.

Tutor provides learners with a case study. Learners ask questions, giving evidence and statements to reinforce the importance of good written skills.

Learners visit a public service where learners observe the personal skills used between the staff.

Learners work in pairs, passing information etc to test their listening skills.

Tutor-led session on the use of language in radio messages.

A practical session – learners are working in pairs and given two-way radios.

Non-verbal skills to be observed throughout these sessions.

Learners keep a log of another learner's body language that could then be discussed and analysed in a tutor-led session to help learners to read non-verbal skills more easily.

Tutors sets up a treasure hunt with written clues for learners to follow to help them with a number of reading skills identified in the unit content.

Tutor-led session looking at technology. Likely to be a more tutor-led session but learners could be given 'hands on' use of some elements such as email, fax, SMS and digital camera.

The tutor sets up interviews for learners to observe with the interviewees exhibiting very different interpersonal skills.

or

The tutor comes in dressed differently using poor body language etc to see how the learners react, then discuss how and why it changed their behaviour and therefore why these skills are crucial for employment in the public services.

Assessment: learners produce some main points. This could be done in a practical way or in a one-to-one discussion with the tutor, Learners could produce a presentation or poster (learning outcome 1).

### Topic and suggested assignments/activities

Tutors set learners a number of timed targets to help them understand the importance of time management and the consequences if time is not managed well. Timed team challenges can be used to see if the learners have developed their personal skills in the way they execute the tasks. Penalties could be incorporated into the tasks to help learners understand the importance of good time management and the consequences of bad time management.

Feedback – public service issues are linked to the previous activity by looking at how a lack of time management has a knock-on effect on the work of the public services. Case studies can be used to help learners apply this in a number of public service situations.

Assessment: learners tell the story of an incident that has occurred and explain how effective time management skills were used by a particular public service to avert disaster or deal with the incident. This type of assessment could be acted out as a short play, drawn as a cartoon or produced as a written piece by learners (learning outcome 2).

Tutor-led session to assist learners with their understanding of the importance of personal skills across a number of public services.

Guest speakers discuss how personal skills are vital within their organisation, using practical 'real life' examples.

For example, an overnight residential with some teambuilding activities to demonstrate teamwork, communication, practical and decision-making skills, practical case studies which could be developed in a similar way to the case study used to develop learners' understanding of the need for time management.

Other suggested activities could include role plays. This could be a number of timed role plays with learners taking on a different role in each scenario.

Assessment for this would be naturally gathered evidence from the activities described above. This evidence could be captured via photos, video, and tutor/peer/witness observation records (learning outcome 3).

### Assessment

Assessment evidence may be in the form of assignments, practically assessed activities, paper-based exercises, case studies, group research projects, production of class notes, presentations, the production of a handbook or role play exploring the use of elements of personal effectiveness within the public services. Other activities may include using both media information and information selected by learners for research, followed by a group discussion or presentation. Evidence is likely to be produced at learning outcome level, although opportunities exist for covering more than one learning outcome in an assignment. Evidence of learning outcomes may be in the form of research documentation, posters, video, oral presentation, observed discussions, appropriate role plays or a series of practical exercises and witness testimony. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve 1.1 and 1.2, learners should describe, using appropriate examples, the different forms of communication skills used by the public services and outline the need for good interpersonal skills. At this level, a broad view should be taken of different communication uses across the sector as a whole. It may be helpful for

learners to relate their findings to the different types of situations where these skills could be used within public service organisations. Learners should show evidence of understanding all the types of communication and interpersonal skills that the public services need to use in all kinds of situations. This could include simple case studies and presentations.

For 2.1, learners should undertake sufficient assisted and supervised research to enable them to explain, with realistic examples, specific public services time management skills and how these assist with public services issues. Examples could include the long hours that service men and women have to work when on operational duties, being frequently interrupted in the line of duty, having insufficient time for planning, which could lead to serious problems, and not having the correct logistics or resources for the task. Learners must go on to describe effective time management skills and why these are important to the public service sector.

In order to achieve 3.1, 3.2 and 3.3, learners could participate in a number of problem-solving activities in order to cover and demonstrate all of the essential content. The activities should be related to those used by the public services, for example command tasks, outdoor skills and role plays. Suitable assessment by the tutor could be in the form of observation records completed by the assessor. The learner could be encouraged to keep a logbook to log their participation, the roles of team members and communication skills used.

Within the outline learning plan there are also a number of assessment strategies that can be adopted to ensure the assessment for the learners is as practical as possible.

## Suggested resources

### Book

Fleming I – *The Time Management Pocketbook* (Management Pocketbooks, 6th Revised Edition, 2011) ISBN 9781906610371

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

## **Unit 8:**

# **Managing Your Health at Work**

**Unit reference number:** M/503/2848

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

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### **Unit aim**

The aim of this unit is for learners to develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area.

### **Unit introduction**

Where you work may have an influence on your health. For example, there is a risk of repetitive strain injury if a worker spends much of the working day using a keyboard and mouse, while those working with the public may be at risk of physical or verbal abuse.

This unit helps the learner to understand the different health requirements of a chosen area of work. It also considers how good personal health can be maintained in a chosen area of work by reducing health risks in the workplace.

### **Essential resources**

Learners need access to appropriate information about the health requirements and potential health risks for specific types of work.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the risks to health for a chosen area of work	1.1	Describe risks to employee health for a chosen area of work	<ul style="list-style-type: none"> <li>□ <i>Areas of work:</i> emergency services, e.g. fire service, police, paramedics, coastguard</li> <li>□ <i>Armed services:</i> types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force</li> <li>□ <i>Office workers:</i> types, e.g. civil service, Ministry of Defence, local government, social services, planning department</li> <li>□ <i>Other services:</i> types, e.g. prison service, security services, HM Revenue &amp; Customs, National Health Service (NHS) Education</li> <li>□ <i>Voluntary sector:</i> types, e.g. Mountain Rescue, Royal National Lifeboat Institute (RNLI), Air Ambulance, St John Ambulance, Red Cross</li> <li>□ <i>Health risks:</i> physical and verbal abuse, bullying, use of specialist equipment, e.g. transporting chemicals, back injury, manual handling, minor injuries, e.g. slips, falls, trips, burns, spread of infection, stress</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to maintain good health in a chosen area of work	2.1	Explain measures to safeguard health for a chosen area of work	<ul style="list-style-type: none"> <li>□ <i>Reducing health risks:</i> appropriate equipment, e.g. supportive chair, keyboard rests; appropriate clothing, e.g. personal protective equipment (PPE); training and knowledge of procedures and rules, e.g. food safety rules; vaccination of staff, e.g. annual flu vaccination</li> </ul>
		2.2	Identify sources of information on safeguarding own health	<ul style="list-style-type: none"> <li>□ <i>Sources of information:</i> policies and procedures, supervisor or manager, government agencies, local authority, trade union, local community sources of advice etc</li> </ul>

## Information for tutors

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### Delivery

As these learners have identified public services as an area they would like to work in, the delivery of this unit should focus on examples from a range of public services, ideally covering a range of environments in that sector such as offices, community-based working, emergency services, sport and leisure sectors.

A wide range of delivery methods should be used to teach this unit, including presentations, videos, the internet, TV programmes eg for hospital or police environments, worksheets and scenarios based on current issues eg potential flu epidemic and its possible impact on public service workers.

As many practical activities as possible should be included to help learners relate to the content of the unit and its application to a public service environment.

Small-group discussions could be used to help identify the different areas of work that learners may be interested in working in. As far as possible, a range of vocational areas should be identified, including indoor and outdoor environments. Learners could then select one or more vocational areas and carry out research to identify the specific health requirements. For example, those working in a care home may be required to use lifting equipment while those working in the sport and leisure industry may be working outdoors for significant periods of time and therefore be exposed to the sun.

Small groupwork could focus on specific public services and information gathered on potential health risks and ways in which to reduce those risks. Learners' research could also involve finding out about sources of information on health issues. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials. Learners could compile their information into a 'checklist' style document which could be designed as a reference for other learners.

Speakers from appropriate public services could be invited to talk about the way in which their service helps employees to manage their health at work.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led review of different working environments that may be encountered in public services (including offices, working in the community, working in specialist areas such as fire stations or hospitals).

Learners watch video or internet or TV programmes illustrating some of these potential environments (eg police or hospital environments).

Learners look at case study materials such as press reports, or talks from public service personnel.

Quizzes to check understanding, which could be devised by the learners themselves.

### Topic and suggested assignments/activities

Tutor-led delivery on health risks and reducing those risks.

Learners carry out internet research into the health risks identified in the unit amplification. Ideally, different groups of learners should research health risks related to a specific public service in which they are interested (eg if interested in the NHS they could consider risks of abuse, bullying, use of specialist equipment, back injury, manual handling, minor injuries, spread of infection, stress in a specific NHS work area).

Assessment: learners each produce a poster or leaflet display designed to warn staff working in that identified area in a public service of the potential health risks and ways to reduce those risks (eg appropriate clothing, the need to train staff regarding procedures and rules, vaccination) (learning outcomes 1 and 2).

Assessment debrief and feedback on unit.

### Assessment

For this unit, learners need to choose a specific vocational area, in this case within the public services. All the evidence that they present for assessment should be related to the chosen area of work. Learners should clearly identify the chosen vocational area on any work presented for assessment.

For 1.1, learners must describe the main health risks to the employee for their chosen area of work. They should provide details of each risk, showing why it is a risk to health.

For 2.1, learners must explain ways to manage health risks associated with their chosen area of work. For 2.2, they must identify sources of information about health issues at work. Learners could produce a leaflet or poster to evidence both of these. Alternatively, they could participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by learners.



## Suggested resources

### Books

*Consulting Employees on Health And Safety: A Guide to the Law* (HSE Books, 2009)  
ISBN 97807176631460

*Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

*Five Steps to Risk Assessment* (HSE Books, 2011) ISBN 9780717664405

### Other

Health and Safety Executive publications ([www.hsebooks.co.uk](http://www.hsebooks.co.uk))

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.army.mod.uk/infantry/regiments/12078.aspx">www.army.mod.uk/infantry/regiments/12078.aspx</a>	Army Look at Life
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	The Health and Safety Executive
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.worksmart.org.uk/health">www.worksmart.org.uk/health</a>	TUC website giving advice on people's rights at work

## Unit 9: Forensic Detection

**Unit reference number:** L/600/3951

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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### Unit aim

This aim of this unit is to develop learners' skills, understanding and knowledge of scientific procedures by applying biological, chemical and physical analytical techniques to forensic science case studies.

### Unit introduction

Scenes of crime officers (SOCO) work within the public services. They are officers who gather forensic evidence for the police service from crime scenes.

In this unit learners are provided with the opportunity to learn about different types of biological, chemical and physical forensic evidence, how evidence is detected, collected and documented at the crime scene, and how to use scientific techniques to detect and identify evidence in the laboratory. Learners are also introduced to the role and responsibilities of the SOCO, the forensic scientist and the forensic science laboratory. It is important during the delivery and assessment of this unit that learners take on the role of, or work towards, being employed within the forensic science industry. The unit should be largely practical, and scenarios should be used to provide work-related forensic science detection experience and skills.

The unit introduces and develops the skills, understanding and knowledge of analytical scientific detection processes and their application to forensic science. The skills developed are essential for forensic science practitioners working in the forensic science workplace.

### Essential resources

Learner access to a range of information resources to complete investigative assignments and case studies will be essential, including a variety of books, journals, internet sites, CD ROMs and DVDs. Learners should also have access to a range of biology, chemistry and physics resources, similar to those used for GCSEs in Science. Learners will need access to a science laboratory equipped with a fume cupboard and standard laboratory apparatus.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know roles and responsibilities of employees and laboratories in forensic detection	1.1	List roles and responsibilities of employees and laboratories involved in forensic detection	<ul style="list-style-type: none"> <li>□ <i>Employees involved</i>: types of employees, e.g. forensic scientist, forensic analyst, scenes of crime officer, pathologist, toxicologist, odontologist, detectives, police officers, archaeologist</li> <li>□ <i>Forensic scientist and scenes of crime officer</i>: role; evidence reporting; expert witness; ethics; interviewing techniques</li> <li>□ <i>Science detection laboratories</i>: e.g. DNA, firearms, fingerprint and photographic units, Environmental Protection Agency, Food Standards Agency</li> <li>□ <i>Role of science detection laboratories</i>: analytical techniques; evidence and its interpretation; health and safety; operating procedures</li> </ul>
2	Be able to recognise types of forensic evidence	2.1	Recognise types of forensic evidence	<ul style="list-style-type: none"> <li>□ <i>Biological evidence</i>: e.g. fingerprints, hair, body fluids, DNA profiling, environmental profiling (soil, seeds, pollen, pollutants), entomology, odontology, archaeology</li> <li>□ <i>Physical evidence</i>: blood pattern analysis, e.g. height, direction and angle; marks and impressions, e.g. footprints, vehicle tyre prints, toolmarks, casting; electronic evidence, e.g. computer crime, CCTV, mobile phone technology; document analysis, e.g. handwriting, ink analysis</li> <li>□ <i>Chemical evidence</i>: toxicology, e.g. drugs, alcohol, poisons, identification, weight and purity, body fluid tests; trace evidence, e.g. fibres, glass, paint and ink, types, components, identification and comparison; types of firearms and bullets</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to detect, record and collect evidence at the crime scene	3.1	Follow given methods to detect forensic evidence	<ul style="list-style-type: none"> <li>□ <i>Health and safety</i>: hazards and risks at the scene, e.g. presence of suspect, biohazards, sharps</li> <li>□ <i>Scene and evidence</i>: personal protective equipment (PPE); securing the scene; searching for evidence; prevention of contamination</li> <li>□ <i>Recording and documenting</i>: measuring the scene and evidence; note taking; sketching; photography; video; collection, packaging and labelling</li> </ul>
		3.2	Follow given methods to record forensic evidence	
		3.3	Follow given methods to collect forensic evidence	
4	Be able to demonstrate scientific procedures used to analyse and identify evidence	4.1	Follow given scientific procedures used to analyse evidence	<ul style="list-style-type: none"> <li>□ <i>Physical techniques</i>: size; melting point; boiling point; density; matching analysis; tyre and footprints</li> <li>□ <i>Scientific techniques</i>: e.g. flame tests, microscopic analysis, colour tests, chromatography, colorimetry</li> </ul>
		4.2	Follow given scientific procedures used to identify evidence	

## Information for tutors

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### Delivery

This unit is an introduction to forensic detection and the forensic science workplace. The purpose of the unit is to develop knowledge and skills in the underlying concepts of biological, physical and chemical analysis, applying them to the science of detection. The material contained in this unit should be introduced through a programme of tuition, guided learning and practical activities.

The unit should be delivered (wherever possible) using a practical investigatory approach, to enable learners to develop their skills and understanding of the fundamental concepts developed in the area of forensic and analytical science. Delivery strategies should reflect the nature of the practical investigative work involved in the forensic detection workplace by using applicable crime scenarios and case studies. The knowledge gained about the different types of evidence in learning outcome 2 can be applied to examples of applications in the crime scene in learning outcome 3 and to using analytical techniques in learning outcome 4. Learning outcome 1 should be referred to throughout the unit.

A range of teaching and learning methods can be used including:

- processing of a 'mock' crime scene
- industrial visits and guest speakers
- individual, pair and group practical investigations
- use of IT to produce reports and analyse results
- use of internet sites and books for research
- group oral presentations
- case study seminars
- trace evidence workshops
- class and group discussions
- interview and court role play
- producing posters and information leaflets
- use of videos and DVDs.

### Suggested skills activity

Learners should carry out a number of formative developmental activities and practical case scenarios in order to prepare for summative assignments.

The activities that learners could carry out include:

- using ink to record their fingerprints and determine the frequencies of patterns within the class population
- microscopic examination of different class members' hair
- simulated blood typing activity available from commercial suppliers
- examination of a 'mock' burglary scene, collecting different types of relevant evidence

- analysis of ink using chromatography
- analysis of spiked drinks using colorimetry.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and programme of learning.</p> <p>Tutor-led discussion on health and safety requirements.</p> <p>Tutor-led discussion on the roles and responsibilities of employees and laboratories, including the different employees, e.g. forensic scientists and SOCO, and the different laboratories.</p> <p>Assessment: learner produces a presentation on the roles and responsibilities of employees and laboratories (learning outcome 1).</p>
<p>Tutor input on different types of evidence and how to detect it.</p> <p>Practical activity on recognising different types of evidence at a crime scene. A mock crime scene is set up and learners aim to recognise what evidence there is.</p> <p>Assessment: observation of learners recognising different types of evidence and detecting it at a mock crime scene (learning outcomes 2 and 3).</p>
<p>Tutor input on how to record and collect evidence at a crime scene.</p> <p>Practical activity on collecting and recoding the evidence from the mock crime scene (linked to previous practical activity).</p> <p>Assessment: observation of learners recording and collecting evidence at a mock crime scene (learning outcome 3).</p>
<p>Tutor delivery on how to analyse the evidence collected to correctly identify what it consists of.</p> <p>Practical activity to analyse and identify the evidence collected from the mock crime scene (link to previous practical activity).</p> <p>Assessment: laboratory report of the analysis and identification of evidence collected from a mock crime scene (learning outcome 4).</p>
<p>Assessment debrief and feedback on unit.</p>

## Assessment

The assessment strategies used in this unit need to reflect the evidence required for the assessment criteria and should use scientific investigative practicals, where communication can be considered through the learner's presentations, scientific laboratory reports, posters, graphs etc. It is essential that a variety of assessment methods are used, in order that learners are given the opportunity to achieve all the learning outcomes.

The assessment strategies used should address the need for learners to develop practical and investigatory skills, and to collect, interpret and evaluate data to explain scientific detection. They should also cover the importance of health and safety during scientific investigations, the validity/reliability of data, interpretation of data, and quality and ethics in science. The applications of biology, chemistry and physics to forensic science need to be considered, wherever possible, throughout the unit.

A pass-grade learner will require significant assistance from the teacher to achieve all the outcomes of this unit.

To carry out the investigative work, the learner will require a brief which will guide them through the practical or case study/assignment work and give ideas about how to obtain information to complete straightforward problems.

The tutor will also need to be present during practical investigations to supervise learners and provide additional guidance for the pass-grade learner. These learners will be able to follow simple scientific procedures, use scientific symbols, use relevant terminology and identify errors.

## Suggested resources

### Books

Bowers V – *Crime Science: How Investigators Use Science to Track Down the Bad Guys* (Maple Tree Press (CA), 2006) ISBN 9781895688689

Platt R – *Crime Scene: The Ultimate Guide to Forensic Science* (Dorling Kindersley, 2006) ISBN 9780756618964

Raninis K – *Blood and DNA Evidence: Crime-Solving Science Experiments* (Enslow Publishers, 2007) 9780766031715

### Journals

*Crime Magazine* – an Encyclopaedia of Crime (crimemagazine.com)

*Forensic Science International* (Elsevier)

*The Forensic Scientist World* – A Booklet of Science (Pfizer)

*Journal of Forensic Science* (ASTM International)

*New Scientist* (Reed Business Information)

*Real-life Crimes Magazine* (Eaglemoss Publications Ltd)

*Science and Justice* (Forensic Science Society)

### Websites

[www.focuseducational.com](http://www.focuseducational.com)

Focus on Science Investigations

[www.forensic-science-society.org.uk/home](http://www.forensic-science-society.org.uk/home)

The Forensic Science Society

# **Unit 10:**

## **Introduction to Security Work in the Public Services**

**Unit reference number:** T/600/3295

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 35

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### **Unit aim**

This unit aims to introduce learners to security work and the skills required by individuals who may be seeking a career as a security worker in the public services.

### **Unit introduction**

A secure working environment is essential for public service work to proceed efficiently and effectively. Learners will identify some of the main risks and the threats that exist to the security of people, information, property and premises.

Some of the consequences of what could happen when security fails will be identified to show learners the impact these might have on individuals, businesses, our public services and the wider community.

Learners will explore the type of personal qualities and skills required of individuals engaged in public security work, as well as looking at the main types of physical security measures and the technical equipment that might be used in support of an effective security regime.

Some of the public services will be involved in ensuring the safety and security of their colleagues and members of the public who are visitors to their organisations, as well as protecting the property and premises within their workplace. Therefore, learners will explore the basic principles of maintaining efficient and effective security including situational crime prevention, looking after people's personal safety and security, why premises are patrolled, and the control of entry and exits to premises.

Learners will be shown how to plan and conduct basic security searches of people and their possessions to look for prohibited items in a way that is thorough, systematic, safe and legal.

### **Essential resources**

Learners should have access to the most up-to-date reference material, and this should include internet facilities and access to newspapers and relevant trade journals.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why public services seek to maintain the security of people, information, premises, and property	1.1	Identify security threats	<ul style="list-style-type: none"> <li>□ <i>Security threats</i>: terrorism, crimes against property, e.g. burglary, theft, arson, damage; loss of information; crimes against people, e.g. assaults, threatening behaviour, theft from the person</li> </ul>
		1.2	Describe the potential consequences of failures in security	<ul style="list-style-type: none"> <li>□ <i>The consequences of a failure in security</i>: loss of life, injury to people, damage to property, loss of use of facilities and amenities through theft or damage, loss of consumer confidence in the organisation, loss of income to commercial operations</li> </ul>
2	Know skills and qualities required of individuals working in public security work	2.1	Identify job roles of people engaged in security duties in the public services	<ul style="list-style-type: none"> <li>□ <i>Objectives of public services security worker</i>: e.g. the protection of life, protection of property and premises, prevention of loss and waste, prevention and detection of crime</li> </ul>
		2.2	Describe skills and qualities required of a person working in security duties in the public services	<ul style="list-style-type: none"> <li>□ <i>The type of personal qualities and skills required</i>: skills, e.g. negotiation, managing conflict, observation, physically fit; qualities, e.g. reliable, courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair</li> </ul>
3	Know security measures used in maintaining the physical security of people, information, premises and property	3.1	Describe measures that are used to maintain the security of people, information, premises and property	<ul style="list-style-type: none"> <li>□ <i>Types of security measures</i>: basic situational prevention measures; for property and premises, e.g. perimeter fencing, lighting, door and window locks, secure file cabinets, key management procedures, physical patrolling of premises, control of entry and exits, CCTV surveillance and loss-reduction measures, e.g. property marking, booking in and out procedures</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to participate in a search in a thorough, systematic, safe way according to legal requirements	4.1	Identify the reason for conducting searches	<ul style="list-style-type: none"> <li>□ <i>Reasons for conducting searches:</i> reasons, e.g. to find prohibited items, to find stolen property, to protect people, their property and premises, to deter illegal activity, hiding places</li> </ul>
		4.2	demonstrate a search using a method that is thorough, systematic, safe and legal	<ul style="list-style-type: none"> <li>□ <i>Procedures for property searches:</i> preparation and planning; dialogue with person, e.g. obtaining permission to search; legal limitations of search; use of witnesses; documentation; conduct of searcher; search methods, e.g. equipment and/or rummage; reacting to finding something, confidentiality requirements, health and safety</li> </ul>

## Information for tutors

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### Delivery

This unit is an introduction to security procedures in the public services and its primary purpose is to help learners identify the skills required of individuals who may be seeking a career in maintaining security in the public services. It is not therefore intended that the learner should have any in-depth knowledge of procedures but that they should gain a broad understanding of why delivering security is necessary, the type of personal skills and qualities a person needs to become involved in security, and what is involved in delivering security.

Tutor input should focus on the background to security and why it is increasingly important in view of the threat from organised crime and terrorism, while emphasising the consequences of what could happen when security fails, with its impact on individuals, businesses, our public services and the wider community. The use of archived media material of local, national and international events can enhance understanding, with the tutor facilitating discussions on the balance of the risks and the financial costs of providing efficient security.

The specialist nature of the subject will probably require a reliance on inputs from outside speakers, hosted visits to public events and buildings with embedded security. Case studies arising from these visits are a useful learning tool. There are opportunities for learners to begin to think about situational crime prevention issues and complete a security audit or survey of premises. There are internet resources available that can assist tutors in this regard.

The subject matter lends itself to role playing and learners can practise and develop appropriate skills, using case studies and role plays. Video recordings would help in debriefing sessions and as feedback on learner performance.

Learners are not expected to know any legislation in depth but need to know that there are constraints placed upon security staff when conducting searches of property. These are primarily concerned with respecting the rights and dignity of the individual. Any searches that learners conduct should be of property; learners are not required to carry out body searches at this level.

## Outline learning plan

The outline learning plan demonstrates how the credit value for the unit has been assigned.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

In groups, learners look at specific public events and try to identify security threats and risks to chosen event.

Alternatively, learners choose a public service organisation and look at the reasons they undertake specific security activity.

Learners present findings to class.

Learners visit a public service organisation to see security measures in progress, e.g. high-profile sports event, concert, local magistrates court premises, local authority CCTV control room.

Tutor input on the consequences of a failure in security.

Learners research and identify an example of when a failure in security has had consequences (eg the 9/11 World Trade Center attack in New York highlighted failure in search procedures at airports – other examples may be less high profile or fictional).

Assessment: learners produce an assignment or presentation based on a given scenario, identifying security threats and describing potential failures in security (learning outcome 1).

Learners visit public service security operations to explore diverse applications of security work in the public services. Learners talk to employees about their work to clarify the objectives of the security worker.

or

Visit from speaker from public services with security role to talk about own skill base or employer's requirements.

Tutor input or visiting speaker to talk about the types of job roles of people engaged in security duties in the public services.

Learners carry out role-play exercises to highlight the personal qualities and skills required of individuals employed in security roles in the public services.

Debriefing sessions for the tutor to emphasise positive and negative qualities and skills displayed.

Assessment: learners identify different job roles of people engaged in security in the public services and describe the skills and qualities required of a person working in security in the public services, through a presentation or discussion with the tutor (learning outcome 2).

## Topic and suggested assignments/activities

Tutor input and talk by the local police crime reduction officer on typical types of security that might be considered for public buildings.

In groups, learners look at the security of a particular college building and with a fictitious VIP visit in mind identify the security procedures that could be implemented.

Learners visit a CCTV control room, locksmith or alarm installer.

Assessment: learners produce a presentation or assignment describing the measures used to maintain the security of people, information, premises and property (learning outcome 3).

Learners visit and observe a search regime at a public services organisation.

Talks by the police, HM Revenue & Customs, MOD Police, Military Provost Guard Service or others engaged in searches of people and their property, with an emphasis on what is being looked for and why.

Assessment: learners produce a presentation or project on a specific public service and their reasons for conducting searches (learning outcome 4).

Two security professionals (eg suitably trained and qualified in-house or contracted college security workers) to demonstrate giving a security search.

Learners carry out role-play activities based on various scenarios provided by the tutor, involving security searches of property. For example, representations of prohibited items are concealed in bags; these are then searched by the other learners playing a security role.

Assessment: learners are observed conducting a search in a thorough, safe, systematic and legal manner using equipment to hand (eg metal detectors) (learning outcome 4).

Assessment debrief and feedback on unit.

## Assessment

In order to achieve criteria 1.1 and 1.2, learners must choose an event subject to security provided by a public service organisation or premises protected by them, identify any security threats, and describe the consequences of failure and why security is needed. This can be evidenced through a poster, a presentation or a short written assignment.

For criteria 2.1 and 2.2, learners must identify the type of job roles in security and describe the personal qualities and skills required of a person employed in security in a public service organisation. This can be assessed through a one-to-one discussion with the tutor, or through a poster, a presentation or short written assignment.

For criterion 3.1, learners need to describe basic crime prevention measures evidenced by the completion of a simple security audit or survey. This need not show an in-depth knowledge of the security systems that can be applied to make premises, an event or particular building secure.

For criteria 4.1 and 4.2, assessment is looking to see whether learners can identify the reasons for conducting searches and conduct a property search in a thorough, systematic, safe and legal manner. There are several techniques of searching. It would be wrong to concentrate on one particular technique; all the tutor is looking to see is if the learner is being thorough and systematic and working within the guidelines given. Search techniques can be practised on bags and other objects and containers.

## Suggested resources

### Book

Gill M – *The Handbook of Security* (Palgrave Macmillan Ltd, 2006)  
ISBN 9780230006805

### Journals

*Professional Security Magazine Monthly* ([www.professionalsecurity.co.uk](http://www.professionalsecurity.co.uk))

*Quest* – monthly magazine ([www.questonline.co.uk](http://www.questonline.co.uk))

### Websites

<a href="http://www.aoc.co.uk">www.aoc.co.uk</a>	Association of Colleges (Search Training)
<a href="http://www.army.mod.uk">www.army.mod.uk</a>	Army
<a href="http://www.army.mod.uk/agc/provost/1238.aspx">www.army.mod.uk/agc/provost/1238.aspx</a>	Military Provost Guard Service
<a href="http://www.bsia.co.uk">www.bsia.co.uk</a>	British Security Industry Association
<a href="http://www.costsofcrime.org">www.costsofcrime.org</a>	EC Community Study Situational Crime Prevention
<a href="http://www.homeoffice.gov.uk">www.homeoffice.gov.uk</a>	Information on emergency services and terrorism
<a href="http://www.ico.gov.uk">www.ico.gov.uk</a>	Information Commissioner's Office – information on CCTV Codes of Practice
<a href="http://www.jsic.org.uk">www.jsic.org.uk</a>	Joint Security Industry Council
<a href="http://www.liverpoolmuseums.org.uk/maritime/collections/seized">www.liverpoolmuseums.org.uk/maritime/collections/seized</a>	Information about the HM Revenue & Customs National Museum
<a href="http://www.nhscareers.nhs.uk/">www.nhscareers.nhs.uk/</a>	Information on NHS careers
<a href="http://www.skillsforsecurity.org.uk">www.skillsforsecurity.org.uk</a>	Skills for Security
<a href="http://www.sia.homeoffice.gov.uk/">www.sia.homeoffice.gov.uk/</a>	Security Industry Authority
<a href="http://www.raf.mod.uk">www.raf.mod.uk</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

# **Unit 11:**

## **Practical Teamwork in the Public Service**

**Unit reference number:** H/600/2398

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 38

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### **Unit aim**

The aim of this unit is to explore elements of teamwork using practical activities. This unit will support learners in understanding what the benefits are and the importance of working in teams within the public services.

### **Unit introduction**

This unit focuses on a practical introduction to the concept of teambuilding and a consideration of the importance of teams and teamwork within the public services. Working in teams is fundamental to the effective working of each of the public services and the ability to work effectively within a team is a skill transferable to most areas of employment.

Learners will have the opportunity to contribute to a number of practical team activities that will support them in the development of their knowledge and understanding of the characteristics that contribute towards the effective working of a team. Learners will also be able to investigate how these characteristics relate to the public services environment and consider how the concept of 'team' is generated and encouraged as part of the public service ethos. Finally, learners will consider teams that can be found in a wide range of public services, both uniformed and non-uniformed.

### **Essential resources**

The nature of the public services sector means that learners need access to the most up-to-date information. This should include internet facilities and access to newspapers and relevant trade journals.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the characteristics of an effective team	1.1	List the characteristics of an effective team	<ul style="list-style-type: none"> <li>□ <i>Characteristics of an effective team</i>: clear purpose, e.g. goal, vision, action plan; participation, listening to others, clear roles, e.g. fair workload, civilised disagreements, commitment, professionalism, concern for other team members, loyalty to the team, openness and honesty, development of identity; trust, cooperation, good communications, team identity</li> </ul>
		1.2	Identify own team skills skills for team work	
2	Know the importance and benefits of teamwork in the public services	2.1	Outline the importance of teamwork in the public services	<ul style="list-style-type: none"> <li>□ <i>Importance of teamwork within the public services</i>: importance e.g. motivation, effective working relationships, camaraderie, trust in colleagues, support of colleagues, development of discipline, sense of duty serving the public</li> </ul>
		2.2	List ways in which teamwork benefits the public services	<ul style="list-style-type: none"> <li>□ <i>Benefits of teamwork within the public service</i>: benefits, e.g. team identity, efficiency, best practice, sharing skills, increased productivity, safety</li> </ul>
3	Understand the types of teams that exist in the public services	3.1	Explain with examples the types of teams that exist in the public services	<ul style="list-style-type: none"> <li>□ <i>Different teams in public services organisations</i>: type, e.g. day-to-day teams, inter-agency/services teams, specialist teams including divisional, sub-divisional, departmental, sectional, geographical, shifts and watches, e.g. search and rescue, project teams; emergency services; projects for implementing new policies; teams in different public services, e.g. crew, regiment</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
4	Be able to contribute as an effective member of a team	4.1	Demonstrate characteristics of effective team members	<ul style="list-style-type: none"> <li>□ <i>Characteristics of team members:</i> e.g. contribute, listening skills, decision making, practical skills, considerate, support team members, offer solution to a problem, suggest alternative ways of doing something</li> </ul>
		4.2	Complete agreed tasks according to a given brief	<ul style="list-style-type: none"> <li>□ <i>Types of team tasks:</i> team tasks e.g. competitive such as sporting activities, non-competitive such as charitable events, expeditions, community projects, fund-raising, treasure hunt, paper-based activities such as problem-solving exercises, class-based activities including word searches, quizzes</li> </ul>

## Information for tutors

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### Delivery

This unit should primarily be practical, with a mixture of classroom and outdoor teaching and assessment. The unit will require learners to take part in a variety of practical exercises so that the necessary skills can be learned to a sufficient level that they may be readily applied under any circumstances. In essence, the cohort of learners should become a team and learn from their own experiences, highs and lows as the unit and course progress. It is recommended that, from the start, learners are encouraged to develop a team identity.

It is essential that the learners should experience a wide range of practical teambuilding activities, as much of the theory will evolve from these. Many of these activities will require forward planning, the acquisition of equipment and the use of sports facilities and outdoor areas. It would not be appropriate for this unit to be delivered in a theory-based manner.

At least one visit to or by a public service organisation would be appropriate in order to allow learners to relate general teamworking principles to the public service environment.

A residential visit may be used in order to achieve some of the criteria and, if this is felt suitable, assistance in this area could be sought from the local army youth team, or similar.

Staff must be alert to the health and safety implications of participating in a range of teambuilding activities. Risk assessments should be prepared and it would be appropriate to encourage the team to share in the determination of the health and safety factors implicit in any given activity.

Learners need to know the characteristics of effective teams. All the content should be covered, with descriptions of how this results in, and is representative of, effective teams. Learners should consider successful teams within the public service context and determine what makes them successful.

Learners will have the opportunity to expand on their knowledge of effective teams practically by experiencing what it is like to work within a team. A variety of teambuilding activities of different types should be attempted and learners should have the opportunity where possible to contribute to the planning of the activities. In order to assist learners and to ensure that they gain the most from each practical session, there should be a period of reflective evaluation following each activity, so that conclusions can be drawn.

Learners are directed to the study of teams found within the public services and to relate principles learned earlier on in the unit to this area. Learners should consider the teams that exist in specific public services.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

In small groups, learners discuss the elements that can make a team effective, such as commitment and loyalty to the team, and then feed back to the group.

In teams, learners identify the importance of professionalism within a team by working through a practical case study provided by the tutor. For example, a recent case from the news that has evoked a large amount of discussion from the media could be used.

Tutor-led discussion on why it's important to be concerned for other team members and the importance of loyalty to the team. A recent case from the media could be used with a discussion activity.

Group activity on how and why good communication is key in the development of an effective team and how communication can and does vary.

Two groups have the same materials to build an object but only one member of each team has a photo of the finished object and they have to rely on good communication to their team in order for their finished object to resemble the photo.

Visit from speaker from any public service to talk about their specific team and how team identity develops e.g. any nicknames they have for their team and what the team identity means to them on a day-to-day basis.

Assessment: learners describe the characteristics of effective teams as a written piece, or production of a poster or presentation (learning outcome 1).

In groups, learners look into why and how teamwork is important in the public services, looking at:

- motivation
- effective working relationships (camaraderie)
- trust between colleagues
- a sense of duty
- serving the public.

Learners watch DVDs such as *Ross Kemp in Afghanistan* to identify these elements.

Learners look at a case study of a recent high-profile case that involved a number of public services and how they supported each other in dealing with the situation.

Group discussion of the benefits of working within a structured team to include efficiency, good practice, sharing skills and improving productivity. Learners look at how high-profile teams are recruited (such as footballers or pop bands) and see how each element above is important to ensure the right team exists at the end.

Assessment: learners describe the importance and benefits of teamwork in public services, as a written piece, production of a poster, presentation, or a one-to-one discussion with the tutor (learning outcome 2).

### Topic and suggested assignments/activities

Different types of teams in public service organisations – learners visit a public service to establish the teams that are working from that location.

Assessment: learners identify teams working in public services through a poster a presentation or discussion with the tutor (learning outcome 3).

Tutor-led introduction to different types of teambuilding activities and their aims – what is meant by competitive team activities?

Learners contribute to a competitive teambuilding activity. This is an opportunity for learners to actively get involved in a competitive team activity such as football, basketball, cricket, hockey, netball, rugby union, rugby league, rounders, volleyball, lacrosse.

Tutor-led discussion on what is meant by non-competitive team activities.

Learners contribute to a non-competitive teambuilding activity. This is an opportunity for learners to actively get involved in a non-competitive team activity such as charitable events, expeditions, community projects, fundraising, community, treasure hunt.

Tutor-led discussion on what is meant by paper-based team activities.

Learners contribute to a paper-based teambuilding activity. This is an opportunity for learners to actively get involved in a paper-based team activity such as problem-solving exercises, class-based activities including word searches, quizzes.

Assessment: learners gather evidence on the activities they have taken part in and present this, e.g. as a written piece, production of a poster or a presentation, or even a one-to-one discussion with the tutor. More evidence could be captured via photos, and tutor/peer/witness observation records (learning outcome 4).

### Assessment

Assessment should be both recorded, e.g. written, audio, digital, and practical, with recorded work emerging where possible from practical experience. Early creative consideration should be given to the nature of the evidence that is appropriate for this unit, for example digital records, written/spoken word, reports, diaries, presentations, records of discussions, observation sheets on practical performance.

To achieve 1.1, learners must list characteristics of effective teams; this should be within a public service context and may include examples, but at this level this is not essential.

For 1.2, learners must identify their own team skills. This can be evidenced through discussion with the tutor with authenticated observation records, or noted by learners in logbooks.

For 2.1, learners must outline the importance of teamwork in the public services.

For 2.2, learners need to list ways in which teamwork benefits the public services.

For 3.1, learners must explain, with examples, types of teams that exist in the public services. Case studies to show this might be helpful.

To achieve 4.1, learners should take part with their peers in at least three teambuilding activities to cover the specified types in the content. To be successful, they must demonstrate their contribution to the team while participating in one competitive activity, such as a football match, and in one non-competitive team activity, such as a teambuilding activity to build a raft that will cross a stream and carry all team members safely to the other side, or a longer expedition activity such as orienteering and one paper-based activity such as a quiz. Signed observation sheets must be kept for verification purposes. Learners can note their contribution in logbooks to confirm the assessment.

## Suggested resources

### Book

Scannell M, Abrams M and Mulvihill M – *Big Book of Virtual Team Building Games: Quick, Effective Activities to Build Communication, Trust and Collaboration from Anywhere* (McGraw-Hill Professional, 2012) ISBN 9780071774352

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue & Customs
<a href="http://www.raf.mod.uk">www.raf.mod.uk</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

## Unit 12:

## Map Reading Using Ordnance Survey Maps

**Unit reference number:** T/502/0278

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

In this unit, learners will be introduced to the basics of map reading. The unit will enable the learner to become familiar with Ordnance Survey maps and to apply the concepts to practical situations.

### Unit introduction

The armed forces and search and rescue services make frequent direct use of Ordnance Survey maps. Other public services, such as the police and ambulance services, also sometimes need to use Ordnance Survey maps. Furthermore, the navigation skills taught in this unit will benefit learners carrying out training expeditions, which serve to teach skills of leadership, communication and initiative that are useful in all the public services.

In this unit, learners will develop their knowledge of the key features of Ordnance Survey maps. They will then develop skills in using the grid referencing system and in using Ordnance Survey maps for navigation.

### Essential resources

Learners will need access to up-to-date Ordnance Survey maps.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the features of Ordnance Survey maps	1.1	State the use of scale on an Ordnance Survey map	<ul style="list-style-type: none"> <li>□ <i>Use of scale on Ordnance Survey maps:</i> scale as a ratio; scale as a statement, e.g. '1 cm to 1 km'; when to use 1:50 000 scale OS maps and when to use 1:25 000</li> </ul>
		1.2	Identify the meaning of four conventional signs on an Ordnance Survey map	<ul style="list-style-type: none"> <li>□ <i>Use of the key:</i> conventional signs used on Ordnance Survey maps; point symbols, line symbols, e.g. railway, road; area symbols e.g. marsh; abbreviations, e.g. 'PO.', 'Sch.'</li> </ul>
		1.3	State the use of contour lines on an Ordnance Survey map	<ul style="list-style-type: none"> <li>□ <i>Contour lines:</i> each line of equal interval, intervals for 1:25 000 and 1:50 000, closer lines means steeper slopes, cliffs, reading the heights marked on contour lines, recognising real-life topographical features on maps</li> </ul>
2	Be able to use the grid referencing system to find a location	2.1	State the use of the grid referencing system used on Ordnance Survey maps	<ul style="list-style-type: none"> <li>□ <i>Grid lines:</i> eastings and northings; four-figure and six-figure references; order of reading the digits, e.g. 'along the corridor and up the stairs'; accuracy of four- and six-figure references; finding the grid reference of a point on the map; finding a point on the map when given a grid reference</li> <li>□ <i>Distance along actual route rather than distance as the crow flies:</i> estimating, e.g. getting a feel for the amount of accuracy that is possible and optimum in an estimate; methods of measuring on a map, e.g. string, paper, measuring wheel</li> </ul>
		2.2	Demonstrate the use of the grid referencing system to locate a point on an Ordnance Survey map	
		2.3	Calculate the distance between the start and finish points of a designated route	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use Ordnance Survey maps for navigation	3.1	Demonstrate how to relate visual geographical features to an Ordnance Survey map	<ul style="list-style-type: none"> <li>□ <i>Relating visual geographical features to OS map:</i> e.g. hills and mountains, water features; when to expect features to be visible from a distance and when not; setting map to ground to identify north; identifying location from visible features; ground to map; use of features as an aid to navigation; 'direction, distance and time', estimation of timings to complete a route taking into account speed of walking; introduction of Naismith's rule for height gained to estimate time taken</li> </ul>
		3.2	Demonstrate how to set a map to ground to identify north without a compass	
		3.3	State how to estimate the time required to complete a designated route	



## Information for tutors

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### Delivery

The delivery of this unit should be practical and participative. It is best if short presentations by the tutor are followed immediately by practical exercises in the classroom, and these should soon be followed by outdoor exercises. Elements could also be delivered as part of an expedition or similar outdoor activity. Learners should be reminded that the skills acquired in this unit will be of direct practical use in a public services career, sometimes in life-or-death situations.

Learning outcomes 1 and 2 could initially be delivered via guided discussion, exercises on paper, or making use of internet resources such as the quizzes and flashcards available on the Ordnance Survey website (see below). It is important that these learning outcomes are 'made real' by means of outdoor map reading and navigation exercises.

There is a danger that a theoretical understanding of scale can remain stuck as merely paper knowledge in the minds of learners. It is very valuable to have learners make visual estimates of distances to objects such as a tree or house on the next hill. This skill ties in with the more general skill of relating visual geographical features to what is seen on the map, as mentioned in learning outcome 3.

For assessment criterion 1.2, tutors must ensure that learners know what such things as a 'marsh' or a 'church with spire' (as opposed to a church with tower) actually mean when teaching the symbols. Some learners from urban areas may need extra explanation of rural features.

Learners should become aware of the meaning of contour lines and the features indicated, e.g. hill or valley.

Tutors ensure that learners have a basic understanding of the points of the compass in order to teach assessment criteria 2.1, 3.1 and 3.2 and must discuss the difference between 'turn left' and 'turn west'.

Tutors must reinforce the importance of grid references with examples of their day-to-day use by the public services – particularly the armed forces, police, fire service or the ambulance service. Visits to service establishments or visiting speakers could reinforce this.

Although the groundwork to learning outcome 3 can be laid in the classroom, this learning outcome particularly lends itself to teaching and assessment in the field, whether on an expedition or on a walk close to school or college. An orienteering-style course involving clues or instructions left at one point for the next point is also a possible means of delivery.

There could be two outdoor exercises, first a briefer and less demanding one held in more settled countryside near the school or college, followed by a second more demanding one perhaps held in more open country.

For the above idea, the first, more local exercise could make use of the Ordnance Survey get-a-map feature to download a map based on an area well known to learners, either centred on their home or on the school or college. Using a map (whether local printed Ordnance Survey maps or downloaded ones) of an area already familiar will naturally help learners to gain the initial understanding needed to achieve assessment criteria 3.1 in particular. However, learners must then progress to confident map reading and navigation of an unfamiliar area.

In assessment criterion 3.3, tutors must discuss the difference that gradients make to speed of walking, and the fact that some gradients are too steep to be walked. Tutors could also mention the various rules of thumb relating to stride length in addition to Naismith's rule. Learners should be aware that Naismith's rule applies to fit adults and does not allow for rest periods. This could be extended to discuss the need to allow leeway for contingencies, getting lost etc.

At this point, mention could be made of case histories from military or search and rescue situations where steep gradients have made tasks vastly more difficult – for instance soldiers on patrol, or the difficulty of getting a fire appliance to a fire in steep countryside.

In the practical exercises, resist the temptation to give the learners too much help in getting oriented. They should be able to open the map and find some easy-to-define feature.

Care should be taken in practical activities that all learners are given an opportunity to demonstrate their skills rather than relying on the skills of one or two team members. The tendency for one or two learners to take charge and for the rest of the group to merely copy them can be a particular issue if some learners have relevant experience from cadets, guides, scouts etc.

Safety precautions will need to be taken depending on the environment in which the teaching takes place. These may include:

- adequate clothing for warmth and rain protection
- sunscreen and clothing for protection against sun
- suitable footwear
- water bottles and snacks
- emergency rations (separate from snacks)
- mobile phones available – or radios if these can be obtained
- trained supervising adults
- first-aid kit
- possibly tents/bivvi bags/survival bags.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led review of background knowledge necessary for map reading.

Tutor-led delivery on:

- scale
- conventional signs
- contour lines.

Learners do exercises to estimate distances to objects.

Quiz on map symbols.

Assessment: learners state the use of scale, the meaning of conventional signs and the use of contour lines through a question-and-answer session or written quiz (learning outcome 1).

### Topic and suggested assignments/activities

Tutor-led delivery on grid references.

Learners do a grid reference exercise in classroom.

Tutor-led discussion of how to calculate route distances.

Learners undertake an outdoor exercise relating real-life features to map, using map to find north, and estimating scale.

Review of first outdoor exercise.

Consolidation of identifying north by the map.

Tutor-led explanation of selecting a route by estimating the time required to complete it.

Route timing and Naismith's rule.

Tutor briefing on second outdoor exercise.

Second outdoor exercise: orientation exercise to practise map-reading skills and interpreting Ordnance Survey map.

Writing up results of second outdoor exercise showing how learning outcomes have been covered.

Review of own performance.

Assessment: learners are observed relating visual geographical features to Ordnance Survey map, setting map to ground to identify north without compass and estimating time required to complete designated route (learning outcomes 2 and 3).

### Assessment

The emphasis is on assessment mainly through recorded observation of learner performance and oral questioning rather than written evidence.

Assessment methods could include:

- assessor observation of the demonstration of practical skills
- written and oral questioning, including multiple choice
- internet/downloadable quizzes or exercises (these can be marked using the computer).

Although they are not specifically covered in this unit, route cards can be used as evidence for assessment. Learners could also photograph their group or pick up tokens as proof of having reached certain points.

If an orienteering-style course involving clues or instructions left at one point for the next point is used, the fact that learners have reached each point in the course itself demonstrates that they have successfully navigated thus far.

Adequate supervision should be ensured during outdoor activities.

As mentioned in the section on delivery, assessment must ensure that each individual in the group has fully understood. Groups should not be too large and learners should be questioned separately.

Ordnance Survey maps in 1:50 000 scale and 1:25 000 scale are essential. 1:10 000 scale maps of training areas may also be available if the school has a combined cadet force (CCF) or a good relationship with an army cadet force (ACF).

Laminated maps are particularly useful. Chinagraph pens/wipe-clean pads can also be useful.

Memory Map software is very helpful.

The Ordnance Survey website ([www.ordnancesurvey.co.uk/oswebsite](http://www.ordnancesurvey.co.uk/oswebsite)) has a number of good resources under its 'Education' tab, including downloadable conventional symbol charts and symbol flashcards. The get-a-map service allows users to download map squares centred on a particular postcode or place name. The section on what is meant by a Geographical Information System (GIS) is also informative. The leaflet 'Map Reading Made Easy-peasy' can be downloaded.

GPS devices could be useful for staff to confirm results. However, learners should be taught to do without them.

Several of the resources provided by the MOD for use by army, air and sea cadets are on open access and would be useful to all learners, not just cadets.

## Suggested resources

The following are key texts on practical navigation of use to both staff and learners.

### Books

Langmuir E – *Mountaincraft and Leadership* (Sport Scotland and MLTB, 4th Edition, 2013) ISBN 9780956886903

Marsh T – *Pathfinder Map Reading Skills: An Introduction to Map Reading and Basic Navigation* (Pathfinder Guides, 3rd Edition, 2009) ISBN 9780711749788

### Websites

[www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)

BBC weather

[www.dofe.org](http://www.dofe.org)

Duke of Edinburgh's Award Scheme

[www.ordnancesurvey.co.uk/oswebsite](http://www.ordnancesurvey.co.uk/oswebsite)

Ordnance Survey – within the Ordnance Survey site, 'get a map' offers free downloadable map squares centred on a particular postcode

[www.raf.mod.uk/aircadets](http://www.raf.mod.uk/aircadets)

Air Cadets

<http://scouts.org.uk>

The Scout Association website has useful resources

## **Unit 13:**

# **Public Service Incidents**

**Unit reference number:** K/600/2399

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

The aim of this unit is to develop and apply knowledge of how the public services work when attending emergency incidents.

### **Unit introduction**

This unit aims to inform learners who want to work in a public service why the need to respond effectively to incidents is one of the main purposes of the public services.

This unit aims to give learners a general awareness of the factors that cause incidents, as well as those involved in achieving a successful resolution. They will also learn about key equipment, what it can be used for and where it is located. The characteristics of incidents will be studied so that learners become aware of how each incident may be unique and will need to be dealt with accordingly.

Alongside this, learners will consider how the public services' management of incidents may be judged, measuring the immediate results, as well as how judgements may change in the longer term. The command structures and systems that support services' incident response capabilities will be examined.

Finally, learners will have the opportunity to use their knowledge in a practical manner when they look at how the public services work during incidents.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand factors that determine the nature of incidents	1.1	Explain factors involved in public services incidents	<ul style="list-style-type: none"> <li>□ <i>Types of incidents:</i> e.g. non-routine, emergency, accidents, fire, disasters, terrorism</li> <li>□ <i>Key factors:</i> e.g. people and materials involved, impact of weather conditions, location and access, scale, duration</li> </ul>
		1.2	Assess the impact of factors involved in public services incidents	<ul style="list-style-type: none"> <li>□ <i>Incident measures:</i> speed of services' response; inter-service cooperation where applicable; implications of incident, including disruption, loss of life</li> </ul>
2	Know equipment used by public service personnel to respond to incidents	2.1	Outline the key operational response public service personnel	<ul style="list-style-type: none"> <li>□ <i>Key equipment:</i> personal issue, e.g. personal protective equipment; team or unit equipment, e.g. police car, communication equipment, specialised equipment, e.g. urban search and rescue, large weapons; capabilities and availability of equipment</li> <li>□ <i>Operational response personnel:</i> e.g. police officers, operational firefighters, ambulance and healthcare workers, local authorities</li> <li>□ <i>Responding to incidents:</i> e.g. response times (expected, actual), need for support staff to enable effective operational response, location and access to incident</li> </ul>
		2.2	Identify equipment that allows public service personnel to respond to incidents	

Learning outcomes		Assessment criteria		Unit amplification
3	Know the command and control systems used in the public services at incidents	3.1	Describe command and control systems used in the public services	<input type="checkbox"/> <i>Command</i> : inter-agency structures and hierarchies e.g. role of local authority, emergency services, health care services; organisational staffing structures and hierarchies, including their responsibilities
				<input type="checkbox"/> <i>Control</i> : e.g. methods of receiving information on incident, procedures to pass information to operational response staff, methods of communication at incidents, leadership roles at incidents, public services working together
4	Be able to work as a team member in a public service incident scenario	4.1	Maintain health and safety	<input type="checkbox"/> <i>Work as a team member</i> : communication skills including listening, questioning; help other team members; contribute ideas; cooperate; respect others; complete all set tasks  <input type="checkbox"/> <i>Contribute to a public service incident</i> : importance of participation, listening to instructions, maintaining safe working practices, ensuring the safety of themselves and others attending the incident
		4.2	Respond to superiors	
		4.3	Contribute ideas	
		4.4	Help other team members	
		4.5	Complete all set tasks	

## Information for tutors

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### Delivery

The services' present response capabilities (type and quantity of equipment and staff) are the main theme of this unit. It should be based on actual incidents and contact with relevant services. Learners' awareness of other factors that determine operational realities should start to be developed.

Learning should be active and delivered in as practical a way as possible, through the study of actual equipment, systems and incidents. Appropriately briefed visiting speakers can provide real background to all the learning outcomes, while many public services welcome visits where equipment and techniques may be seen first hand, for example, by arranging a visit to coincide with a scenario drill or exercise. Visual aids, such as DVDs, training CD ROMs and news reports, will enliven delivery. However, caution must be exercised in the use of possibly emotive material. Content should be carefully considered in relation to the age of the learner.

In order to understand the factors that determine the nature and outcome of incidents, delivery should be based on exploring and interpreting generic incident characteristics by relating these to actual incidents and discussing what constitutes success or failure. Consideration may be given to external pressures eg public expectations and equipment shortages. Visits to the site of actual/potential incidents could support delivery and enhance understanding.

Details of key items of equipment should be provided as far as possible through information packs, speakers or by tutors. Learners should concentrate on relating how equipment functions and is used in incidents, ideally using real case studies. When focused on incident command and control, while general details of command structures may be obtained from service websites, more specific information on how a service approaches incident communication may need to be provided by tutor input, visits or speakers from a public service. This should apply to both the human aspects eg spans of control and expected discipline, and the 'technical' aspects of the hardware employed. An effective way to develop understanding could be to consider a case from the start of an incident to its conclusion, looking at the communication methods used, the chains of command, spans of control and inter-service links.

Learners should be given the opportunity to participate in a minimum of one public service-related incident scenario. Public service organisations are often willing to invite groups to attend exercises like this, or to visit centres to provide these opportunities, but this learning outcome will require some advance planning to ensure learners are given the best opportunities to achieve.



## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led introduction looking at a range of incidents that public services attend and the nature of these incidents.

In groups, learners examine different types of incidents to develop understanding of the nature of incidents and how they are measured.

Assessment: learners explain factors and assess their impact on public service incidents based on a case study provided by the tutor, either as written work or through a discussion (learning outcome 1).

Learners investigate equipment used when responding to incidents.

Learners identify operational response personnel.

Review of how public services respond to incidents through the use of case study and video observation.

Assessment: learners identify key public service personnel and key equipment used when responding to incidents, through written work or discussion (learning outcome 2).

Tutor introduction to command and control systems used at public service incidents.

Learners examine the command and control systems used in public services through the use of case study and video evidence.

Assessment: learners describe command and control systems (learning outcome 3).

Tutor introduction to expectations when working at a public service incident and review of safe working practices.

Learners develop understanding of importance of maintaining own safety and the safety of others attending a public service incident.

Tutor introduces learners to scenario to be used as assessment.

Assessment: learners are observed working as a team in a public service incident scenario. Learners review performance at scenario (learning outcome 4).

Assessment debrief and feedback on unit.

## Assessment

This unit can be assessed through one carefully constructed assignment or a range of assessments that take the learners through the assessment criteria in a logical order.

For criteria 1.1 and 1.2, the learners should be given the opportunity to view a range of actual incident case studies, then explain the key factors of these and assess their impact. Case studies to be used for assessment are readily available on internet news sites, in newspapers and in journals.

For criteria 2.1 and 2.2, the assessors could relate the work from the first learning outcome to identify the equipment that was used by the public services and the response personnel that were in attendance at the incident.

Criteria 3.1, 4.1, 4.2, 4.3, 4.4 and 4.5 will allow the learners to extend their knowledge of the given incident to describe the command and control systems used. The learners will then have the opportunity to demonstrate the knowledge and understanding that they have developed while studying this unit in a practical incident scenario. It is important that learners are in small enough groups to allow the assessor to fully assess each individual's contribution to the team dealing with the scenario, as the assessor must ensure that all has been addressed by each individual learner. Assessment could come in the form of a video or a checklist, peer group assessment or a witness statement from the tutor. Authenticated observation records must be retained for verification purposes.

## Suggested resources

### Journals

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* - HM Prison Service

*Soldier Magazine* - British Army

*Solicitors Journal* – Wilmington Publishing and Information

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.raf.mod.uk/rafhome.html">www.raf.mod.uk/rafhome.html</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

**Others**

Selected TV documentaries, depending on subject.

Visits to and from public services and service providers from all three sectors will be invaluable in assisting learners in acquiring the knowledge required to understand the public services. Learners can compare and contrast between each public service after each visit.

# **Unit 14:**

## **Public Services: Assisting the Public**

**Unit reference number:** R/600/2400

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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### **Unit aim**

This unit aims to enable learners to understand the ways in which the public services assist members of the public. Learners will develop and have the opportunity to use their skills in assisting the public. The unit focuses particularly on the different public services that meet the needs of members of the public.

### **Unit introduction**

Understanding the everyday needs of members of the public in terms of the way they are treated is at the very heart of the work involved in the public services. The unit focuses on how public service workers interact with the public in a range of situations. It will enable learners to identify and develop their skills in assisting the public.

Learners will have the opportunity to investigate aspects of customer service, both in public service organisations and through their experiences as a member of the public. Each public service needs to be able to deal with customers in a number of ways. This may be, for example, a member of the public wanting to join one of the armed services or emergency services, or a member of the public wanting to report a crime. The member of staff dealing with the customer must know how to identify their needs and how best to assist them.

This unit is intended to develop learners' understanding of how public service staff should conduct themselves when assisting the public, both in their appearance and in their conduct. Learners will look at ways in which customer complaints are handled. As with any public service organisation, customers will complain from time to time. Complaints could involve a member of the public complaining about the way they have been dealt with by one of the emergency services.

Through this unit, learners will begin to develop the skills necessary to deal with members of the public.

### **Essential resources**

Learners should have access to suitable books, journals and the internet. DVDs as outlined should be available, and a suitable space to allow all learners to view the material should be accessible. Role play of simulated situations should be provided, so learners may develop the skills described in assessment criteria 2.1 and 3.2.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of good relationships with the public	1.1	Explain why it is important for public services to have a good relationship with the public	<ul style="list-style-type: none"> <li>□ <i>Relationships</i>: promotional literature; community awareness event, e.g. open days, attending school fetes, career advice sessions; fundraising, e.g. rescue demonstrations, car washes, drugs awareness sessions; educational activities, e.g. safety sessions in schools, visits by fire engine crews</li> <li>□ <i>Importance</i>: awareness, transparency for members of the public; funding by taxpayers; accountability; recruitment; building trust and confidence</li> </ul>
		1.2	Compare methods used by public service organisations to maintain a good relationship with the public	
2	Know how to assist members of the public in different situations	2.1	Identify the personal skills and qualities required to assist the public in emergency situations	<ul style="list-style-type: none"> <li>□ <i>Personal skills and qualities</i>: skills, e.g. organisational, negotiation, managing conflict, effective communicator, team player, observation, physically fit; qualities, e.g. reliable, courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair</li> <li>□ <i>Emergency situations</i>: skills, e.g. remaining calm; following correct procedure; working as part of a team; reliable; manage conflict; alert; tact; physically fit; problem solver; time management</li> <li>□ <i>Non-emergency situations</i>: time management; courteous, approachable; effective communicator; organised</li> </ul>
		2.2	Identify the personal skills and qualities required to assist the public in non-emergency situations	
3	Know how to deal with complaints from members of the public	3.1	Describe how a public service deals with complaints	<ul style="list-style-type: none"> <li>□ <i>Complaint handling procedure</i>: taking details of customer's problem; recording details accurately; identifying reason/s for complaint; dealing with customer and problem; ensuring appropriate action is taken</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist members of the public effectively	4.1	Demonstrate the personal skills and qualities required to assist the public in different situations	<ul style="list-style-type: none"> <li>□ <i>Face-to-face scenarios</i>: types, e.g. police station front desk, armed forces careers office, front desk of local authority, at an event</li> <li>□ <i>Face-to-face communication skills</i>: types, e.g. verbal, non-verbal; verbal, e.g. clear speech; non-verbal, e.g. open gestures, positive body language, appropriate eye contact, personal presentation</li> <li>□ <i>Written communication skills</i>: selection of appropriate style, e.g. format, layout, presentation, grammar, spelling; selection of appropriate medium, e.g. letter, email or text communication</li> </ul>
		4.2	Review own effectiveness when assisting the public in different situations	

## Information for tutors

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### Delivery

Tutors delivering this unit have many opportunities to use a wide range of delivery techniques. Case studies, outside speakers, paper-based exercises, videos, role plays, external visits, direct consultation with selected areas of the public services and tutor observations can all be used to enhance the delivery and learning within the unit. This approach can be applied to all learning outcomes of the unit.

This unit has elements that can be delivered practically; the other elements should encourage supervised and assisted research and contact with members of the public services and members of the public, in order to develop understanding and provide support for the knowledge base established within the unit.

Learners need to understand methods that the public services use to build good relationships with the public and the importance of these. Learners could discuss methods that they are aware of in their area and what can be achieved by the public services engaging in them. Tutors should guide learners to consider the wide importance that a good relationship has, such as building trust and confidence in the public services, and the need for public services to be accountable to the communities they serve as they are funded by taxpayers' money.

Learners should have the opportunity to develop communication skills for both written and face-to-face scenarios in order to gain an understanding of how to deal effectively with members of the public. This should be emphasised in the context of the public services for the purpose of this unit; however, learners should appreciate the transferability of good personal skills and qualities in any area of employment. Following theoretical knowledge to cover the content of the unit, learners must have the opportunity to practise their skills in role-play scenarios.

Learners will also gain an understanding of how the public should be assisted in emergency situations. This should be primarily theoretical, and group discussions can highlight the personal skills and qualities required and why they are necessary in this area. Role play may aid understanding but learners at this level are not required to demonstrate this knowledge practically for emergency situations. Group work and posters could pick out main themes, to consolidate learning.

The use of visiting speakers may assist learners gain a realistic insight into different types of complaints experienced in the public services and introduce them to specific complaint-handling procedures. Tutors should also assist learners in their task to research existing complaint procedures for specific public services. Learners should begin to understand the common reasons why and how the public may complain and the correct way to handle these. Overall delivery of the unit should allow learners to practise and develop the appropriate knowledge and understanding to assist the public on an introductory level.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit and programme of learning.

Tutor-led discussion about how public services assist the public.

Visits from members of a number of public services, describing how they build and maintain good relationships with the public.

Learners research ways in which different public services build good relationships and compare the methods used by different public services in maintaining relationships.

Assessment: learners explain why it is important for public services to have a good relationship with the public through a presentation or written piece of work (learning outcome 1).

Learners investigate the ways in which members of the public services use skills and qualities necessary to assist the public in different emergency and non-emergency situations.

Learners view and analyse relevant documentaries e.g. *Airline*, *Traffic Cops*.

Assessment: learners write up notes identifying personal skills and qualities required to assist public in emergency and non-emergency situations (learning outcome 2).

Learners investigate the ways in which a public service organisation deals with internal complaints.

Learners investigate the ways in which a public service organisation deals with complaints from the public.

Assessment: learners describe how a public service deals with complaints according to a scenario provided by the tutor. This can either be a written piece of work or a one-to-one discussion (learning outcome 3).

Learners practise role-play situations where learners employ the skills required to assist members of the public, in a variety of simulated situations.

If possible, a work placement is provided so learners may transfer these skills to actually assisting the public.

Assessment: learners take part in role-play scenarios provided by the tutor and are observed demonstrating personal skills and qualities required to assist the public. Learners then review their own effectiveness in a one-to-one discussion with the tutor (learning outcome 4).

Assessment debrief and feedback on unit.



## Assessment

Assessment evidence for this unit may be in the form of assignments, practically assessed activities, paper-based exercises, case studies, group research projects, presentations and the use of role play. All evidence produced must be carefully assessed and validated in order to ensure compliance with the requirements of the stated learning outcomes.

To achieve 1.1, learners must explain why it is important for public services to have a good relationship with the public. For 1.2, they will need to compare ways in which different public services maintain good relationships with the public.

Assessment could be as a written assignment or a presentation to the group. Learners may like to use examples from the local community to describe the measures, applying their general understanding gained in this unit to explain their importance and how they work to build and maintain good relationships with the public.

To achieve the second learning outcome, learners will need to show that they know the skills and qualities needed by members of the public services when assisting members of the public. Assessment criterion 2.1 relates to assisting with emergency situations and 2.2 is linked to assisting in non-emergency situations. Viewing of video documentaries would be useful, and a group discussion could facilitate the evidence needed for this. It must be emphasised that all learners need to take part in the discussion, and each learner could write up their own discussion notes.

Assessment criterion 3.1 requires learners to describe the ways in which a public service organisation investigates complaints from members of the public. An example scenario at this level could be an ambulance not arriving for 30 minutes and a person making a complaint about this. To achieve this criterion, the learner should describe how the ambulance service would typically deal with this complaint.

Role-play scenarios should be utilised for learners to be able to demonstrate their personal skills and qualities when assisting the public in a face-to-face situation for 4.1. The scenarios should focus on public service situations. Learners must be able to put theoretical general skills into practice to deal with a simple situation effectively. An example at this level could be a learner assisting a member of the public who wants to report a stolen bicycle. Learners at this level are not expected to know how to record the loss or crime, but should be friendly and approachable and take down the correct information to enable them to pass it on so that the member of the public can be assisted effectively. Learners need to be able to demonstrate that they can respond effectively in written format; this could be by responding to a letter that is set by the tutor.

For 4.2, learners must review their own effectiveness in assisting the public. For this they must identify what went well and what they can do to improve their skills. Evidence could be a discussion with the tutor with authenticated observation records.

## Suggested resources

### Journals

*Customer First Magazine* – Institute of Customer Service (ICS)

*Fire* – DMG World Media (UK) Ltd

*Health Service Journal* – Emap

*Police* – Vathek Publishing Limited

*Police Review* – Jane's Information Group

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.army.mod.uk/infantry/regiments/12078.aspx">www.army.mod.uk/infantry/regiments/12078.aspx</a>	Army Look at Life
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.customernet.com">www.customernet.com</a>	Customer Service Network
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.instituteofcustomerservice.com">www.instituteofcustomerservice.com</a>	Institute of Customer Service
<a href="http://www.keepcustomers.com">www.keepcustomers.com</a>	Provides information on resources to help with communication and customer care
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.worketiquette.co.uk/VerbalCommunicationcategory.html">www.worketiquette.co.uk/VerbalCommunicationcategory.html</a>	Provides advice on communicating in the workplace

# **Unit 15:**

## **Planning and Participating in an Event**

**Unit reference number:** D/502/3708

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

This unit aims to give learners the opportunity to work as a team in planning, participating in and reviewing the success of an event, as agreed with their tutor.

### **Unit introduction**

Event planning and management is a growing and exciting industry. In this unit, learners will investigate different aspects of planning events before using this knowledge to plan their own event.

The event will be a small-scale, one-off event that requires planning and organisation over a period of time, as learners will need to meet specific customer or client requirements. The type of event may include a charity or fundraising promotional event, a trip, an end-of-term dance or maybe a sporting event.

Learners will participate in running the event and will review the success of the event using information collected from all of those involved, including the team, tutor, customers and client.

Throughout this unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records, consider problems that may arise and suggest how to respond to them.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan for an event as a team member	1.1	Work as part of a team to plan for a chosen event to meet customer requirements	<ul style="list-style-type: none"> <li>□ <i>Planning process</i>: aims of the event, e.g. to raise money, celebration, educational; type of event; size of event, e.g. minimum and maximum numbers; location; target audience; timings; available resources, e.g. other team members, equipment, budget, e.g. costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety considerations</li> <li>□ <i>Plan</i>: type of event; aims; resources and budget available; date; times; location; to meet customer requirements; roles and responsibilities; how the event will be reviewed</li> <li>□ <i>Events</i>: type of event, e.g. charity or fundraising event, visit or day out, expedition, sporting event</li> <li>□ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> </ul>
2	Be able to participate in the organisation of an event	2.1	Participate in the organisation of a chosen event	<ul style="list-style-type: none"> <li>□ <i>Participation</i>: roles; responsibilities; teamwork; communication, e.g. discussing activities with colleagues, tutor; health and safety, e.g. safe use of equipment, setting up to minimise hazards; time-keeping, e.g. attendance, punctuality; setting up and taking down within agreed timeline; promotion of event, e.g. posters, plasma screens, centre website or VLE; financial, e.g. selling tickets, collecting money, paying in money; recording participation, e.g. logbook</li> </ul>
		2.2	Identify risks	<ul style="list-style-type: none"> <li>□ <i>Risks</i>: types of work, e.g. weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to contribute to the running of an event	3.1	Contribute to the running of a chosen event	<ul style="list-style-type: none"> <li>□ <i>Setting up</i>: signs; rooms, e.g. furniture; equipment, e.g. for stalls, displays; being aware of health and safety; dealing with problems, e.g. equipment not available or not working; allowing enough time to set up</li> <li>□ <i>During event</i>: welcoming customers; listening to customers; responding to questions; recording questions not able to answer; ensuring customers complete feedback sheets</li> <li>□ <i>Clearing event</i>: disposing of waste; removing signs; clearing room; clearing equipment safely</li> </ul>
4	Be able to review the success of the event	4.1	Review the event using feedback received	<ul style="list-style-type: none"> <li>□ <i>Review</i>: sources of feedback, e.g. customer feedback sheets; other team members; tutor</li> <li>□ <i>Success</i>: comparing event against original plan</li> </ul>
		4.2	Outline the success of the event against the original plan	

## Information for tutors

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### Delivery

In order to successfully achieve this unit, learners must be given the opportunity to plan, organise and run an event of a suitable type. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence for this is likely to take the form of checklists, observation records and witness statements.

This unit is predominantly practical in nature and should be delivered to give learners maximum opportunities to take responsibility and ownership for the planning and running of an event. Before they embark on their event, learners will need input on the processes involved in planning an event. The purpose of this unit is to develop learners' planning and organisational skills by working as a team and taking individual responsibility for specific tasks. In planning the event, learners will be expected to keep a personal log of discussions and agreement of roles and responsibilities identified.

Tutors may encourage learners to investigate the planning of local events such as summer fetes. Visits to local venues such as hotels or conference centres give a valuable insight into the planning involved in organising events. Visits to such events may help when investigating the requirements of the event planning process. Guest speakers, such as event organisers, could be invited in to talk about the event planning process. Learners can use this knowledge to assist their own event planning and the actual running of their event.

For this unit, the event should be regarded as a one-off event which requires planning. Examples of events are charity or fundraising events or sporting events. To fulfil the learning outcomes, the tutor must provide a client brief for the learners to work from, detailing customer or client requirements.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Communication is vital in the event planning process and each learner should be expected to complete a log of the stages involved in the process. Risk assessments should be completed by the tutor but shared with learners for compliance.

Finally, learners will need to review the success of the event in different ways. This may be by collecting feedback from customer comment cards designed by learners or from other team members and their tutor, and comparing this against the aims for the event. The tutor should complete an observation record for individual learners, based on their observed level of participation.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to the unit and content overview.

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – what makes a good team? What roles are there within a team?

Group activity – ground rules for teamwork.

Teambuilding activities.

Learners to create a checklist for themselves on good teamwork.

Group activity – learners to research different types of events.

Tutor-led discussion on what is involved in running an event, e.g. purpose of event, time, location, team roles and responsibilities, timescales, resources needed, budget.

As a team, learners choose an event to participate in and produce a plan showing event purpose, target customers, date, location, resources needed, budget and team roles and responsibilities. Update logbooks.

Assessment: learners produce a plan and evidence showing how they have contributed to the planning process as a team member (learning outcome 1).

Tutor-led discussion on how to organise an event, identification of potential risks and problems and how they might be resolved.

Team meetings with tutor to update on organisation of event. Update logbooks.

Assessment: learner contributes to organisation of event, carrying out roles and responsibilities according to agreed plan. Learners provide evidence of how roles and responsibilities are carried out and identification of potential problems and risks (learning outcome 2).

Assessment: learner contributes as team member to the running of the event according to agreed roles and responsibilities. To be evidenced through completion of observation record (learning outcome 3).

Tutor-led discussion on how to review the event. What went well? What could have been improved? What sources of information are there to show this?

Assessment: learner to review success of event against original plan, either in question-and-answer session with tutor or through completion of pro forma and logbooks (learning outcome 4).

Assessment feedback, review and evaluation of unit.

## Assessment

Learners should keep a log or diary of their personal involvement in the planning and running of the event to support evidence of their contribution during different stages.

To achieve 1.1, learners must be given a 'customer brief' from which they will work together to produce an outline plan for their chosen event. This plan must state the type of event, its aims, resources and budget available, and how learners plan to meet customer requirements. The plan must include roles and responsibilities allocated to members of the team in setting up and running the event, and also how the event will be reviewed afterwards. Evidence for 1.1 could be in the form of records of team meetings, discussions, observation records and a personal log.

To meet 2.1, the learner must show evidence of their participation in the planning and organisation of their event. This may be evidenced by means of a log completed by the learner, together with an observation sheet signed by the tutor. To meet 2.2, the log should include the identification of at least one risk and one problem with suggestions for how they might be overcome. Alternatively, the tutor could question the learner regarding possible risks and record any answers on an observation sheet which must be retained for verification purposes.

To meet 3.1, learners must produce evidence to show that they contributed to and participated in running the event. The evidence should include task sheets produced before the event, together with logbooks and observation records showing that the learner has been involved at all stages of the event – setting up, during the event and clearing away.

For 4.1, learners must decide how they are going to review and evaluate their event and its success. Therefore, they will need to have evidence of collecting feedback from customers, other team members and the tutor. They must also show evidence that they collected the feedback following the event. For 4.2, they must measure the success of the event against the original plan. Evidence for this could be in the form of a discussion supported by observation records, or in written format.

## Suggested resources

### Textbook

Shone A and Parry B – *Successful Event Management, 2nd Edition* (Thompson Learning, 2004) ISBN 9781408020753

### Journal

*Event Magazine* (Haymarket Publications)

### Websites

[www.army.mod.uk](http://www.army.mod.uk)

British Army

[www.army.mod.uk/infantry/regiments/12078.aspx](http://www.army.mod.uk/infantry/regiments/12078.aspx)

Army Look at Life

[www.baa999.co.uk/](http://www.baa999.co.uk/)

British Ambulance  
Service Association

[www.eventmagazine.co.uk](http://www.eventmagazine.co.uk)

*Event Magazine*

[www.fireservice.co.uk](http://www.fireservice.co.uk)

Fire Service

[www.fireservice.co.uk/recruitment](http://www.fireservice.co.uk/recruitment)

Fire Service recruitment



[www.gov.uk/government/policies/  
helping-the-police-fight-crime-more-effectively](http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively)

[www.hmrc.gov.uk](http://www.hmrc.gov.uk)

[www.raf.mod.uk/](http://www.raf.mod.uk/)

[www.royalnavy.mod.uk](http://www.royalnavy.mod.uk)

[www.tesa.org.uk/](http://www.tesa.org.uk/)

Police Service  
Information (Home  
Office)

HM Revenue and  
Customs

Royal Air Force

Royal Navy/Royal  
Marines

The Event Service  
Association

# **Unit 16: Public Service Project**

**Unit reference number:** Y/600/2401

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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## **Unit aim**

The aim of this unit is for the learner to identify, research and discuss a public service-related project area, compiling all findings into a report.

## **Unit introduction**

This unit is all about learners investigating an area related to the public services that they are interested in,. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

The public services cover such a wide area that the learners will be able to choose from a range of topics. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research, they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop some skills that are essential for working in public services, including time management, self-discipline in keeping to deadlines that they set themselves, and independent enquiry through the undertaking of research.

## **Essential resources**

Access to library facilities with internet access is essential for delivery of this unit. Learners must have access to a wide range of information sources including relevant texts, journals, newspapers, CD ROMs and DVDs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a public service-related project	<ul style="list-style-type: none"> <li>□ <i>Identification of project topic:</i> investigation into ideas for project, methods of ensuring that public service project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for a public service project, e.g. community safety, safety campaign, history of the police service, role of fire and rescue in the community, armed services in the community, special equipment used by fire, police, coastguard, search and rescue</li> </ul>
		1.2	Set aims for a public service project	<ul style="list-style-type: none"> <li>□ <i>Setting aims:</i> identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting</li> </ul>
2	Be able to investigate the project area	2.1	Plan the public service project using appropriate methods of research	<ul style="list-style-type: none"> <li>□ <i>Project planning:</i> scheduling actions to achieve project; time-management skills, planning time for tasks and activities, including prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives</li> </ul>
		2.2	Carry out research into the public service project area	<ul style="list-style-type: none"> <li>□ <i>Carrying out research:</i> methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research ie confidentiality and appropriate behaviour</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce a project report	3.1	Present a public service report including: <ul style="list-style-type: none"> <li>• introduction</li> <li>• aims</li> <li>• findings</li> <li>• discussion</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Guidelines in structuring a report:</i> relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proofreading a report</li> </ul>

## Information for tutors

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### Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that they possess or acquire a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design, as well as research skills, techniques and methodologies, before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint, development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage:

- Why is the proposed project worthwhile?
- Who would the results, be useful to?
- What does the literature say?
- What would the project contribute to the public services?

If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to independently, or with support, move on to their research project.

Possible research project areas include:

- armed service in the community
- safety campaign
- history of the police or fire service
- special equipment used by the fire, police, coastguard, search and rescue etc.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a public service-related project. Learners undertake investigation into possible public service-related project. Learners draft aims for the chosen public service project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the public service project. Learners examine research and how to discuss this within the project.
Learners identify sections required in a public service report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service report with sections indicated in criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

## Assessment

To achieve criteria 1.1 and 1.2, the learner must produce a proposal for a public service-related research project that includes aims. In order to do this successfully the learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2, the learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research and will require access to the necessary resources.

Criterion 3.1 requires the learners to gather the information from their research and compile this into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims had been set. The findings of the research will then be included in the report along with a discussion as to what the learners have found out about the area that they have researched. The final section of the report will assess how the research has met the aims that the learners have set for themselves.

The learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

## Suggested resources

### Journals

*Air Power Review* – the RAF

*Fire* – Pavilion Publishing and Media

*Police Review* – Jane's Information Group

*Prison Service Journal* – HM Prison Service

*Soldier Magazine* – British Army

### Websites

[www.airpowerstudies.co.uk](http://www.airpowerstudies.co.uk).

Centre for Air Power Studies

[www.army.mod.uk](http://www.army.mod.uk)

British Army

[www.baa999.co.uk/](http://www.baa999.co.uk/)

British Ambulance Service  
Association

[www.fireservice.co.uk](http://www.fireservice.co.uk)

Fire Service

[www.fireservice.co.uk/recruitment](http://www.fireservice.co.uk/recruitment)

Fire Service Recruitment

[www.gov.uk/government/policies/  
helping-the-police-fight-crime-more-effectively](http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively)

Police Service Information  
(Home Office)

[www.hmrc.gov.uk](http://www.hmrc.gov.uk)

HM Revenue and Customs

[www.raf.mod.uk/](http://www.raf.mod.uk/)

Royal Air Force

[www.royalnavy.mod.uk](http://www.royalnavy.mod.uk)

Royal Navy/Royal Marines

### Others

Selected TV documentaries, depending on subject.

# **Unit 17:**

## **Introduction to Expedition Skills**

**Unit reference number:** D/600/2402

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 36

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### **Unit aim**

The aim of this unit is to encourage learners to develop a spirit of adventure and discovery by introducing them to the challenge, benefits and enjoyment of a full-day expedition, away from the familiar surroundings of their studies.

### **Unit introduction**

In this unit learners will be introduced to the basics of planning and carrying out a full-day expedition. The unit will enable learners to understand the importance of preparing correctly and ensuring safety before venturing out either by foot, wheel or on water. It is designed to provide essential skills relevant to all the public services, as well as equipping learners with other important skills transferable to other practical and potentially hazardous situations. It will also make learners aware of the environmental issues to be considered while on the planned route.

This practical unit will provide learners with the necessary knowledge and skills to plan, prepare and complete a full-day expedition safely. It will establish the need for teamwork skills and the opportunity for learners to show some leadership potential and develop their outdoor skills. Expedition training is used by all the public services to develop personal skills and qualities, and test physical efforts within a team, as well as challenge in terms of purpose, planning and achievement, careful attention to detail and organisational ability.

It is essential when carrying out this expedition unit that full health and safety requirements have been adhered to as it remains the responsibility of the centre to ensure all risk assessments have been carried out.

On completion of the unit, learners will understand the importance of choosing the correct clothing and footwear, ensuring that safety precautions are followed, being able to follow a straight-forward route effectively and safely, and reviewing the expedition in relation to its purpose.

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit.



## Essential resources

Correct clothing and footwear for all participants – waterproofs, climbing boots, blister-free socks.

Route card, consent forms and emergency contact details left at the centre.

Centres will also be required to have the appropriate safety equipment, personal protective equipment (PPE) and qualified staff for the chosen activity.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the benefits of expedition skills within the public service	1.1	Identify the skills required for a day's expedition	□ <i>Skills</i> : types, e.g. map-reading, preparation and planning, physical fitness
		1.2	Explain the benefits of expedition skills within the public service	□ <i>Benefits</i> : types, e.g. communication, improving own learning and performance, problem solving and working with others, increased fitness levels, planning and achievement
2	Know what needs to be considered when planning a full day group expedition	2.1	Describe the considerations for planning an expedition	□ <i>Considerations</i> : cost; weather forecast; maps; compass; route and destination; terrain; transport; access approved; group equipment; food and drinks; journey times; inform centre of plan; emergency contacts
		2.2	List the equipment required for a day expedition	□ <i>Equipment</i> : layered clothing; footwear; waterproofs; backpack
		2.3	List the safety requirements for an expedition	□ <i>Safety requirements</i> : emergency procedures; first-aid equipment; safety equipment, e.g. survival bag, whistle, emergency rations, sun screen, insect repellent, torch; health and safety regulations, e.g. risk assessments; consent forms; centre guidelines
		2.4	Describe the environmental issues to be considered on your expedition	□ <i>Environmental issues</i> : countryside code; minimal impact on the environment, e.g. footpaths; cycle trails; flora and fauna; CROW Act 2000, e.g. rights of way; open countryside

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to positively participate in a full-day group expedition	3.1	Plan a route for an expedition	<input type="checkbox"/> <i>Plan a route</i> : route card, e.g. route description, groups, legs, grid references, distance travelled, height gained, rest stops, time taken, details
		3.2	On the expedition demonstrate the following: <ul style="list-style-type: none"> <li>• wear kit to ensure own safety</li> <li>• take suitable equipment for the expedition</li> <li>• follow instructions</li> <li>• work as a team in a positive manner</li> <li>• take part in a planned expedition</li> </ul>	<input type="checkbox"/> <i>Personal ability</i> : complete the full-day expedition with personal belongings; wearing correct kit; navigation skills; use of map and compass; speed of travel; teamwork; leadership; consideration of others; follow instructions; refer to route card
4	Be able to review the expedition	4.1	Review the expedition with constructive feedback from peers and staff	<input type="checkbox"/> <i>Review</i> : feedback from peers and staff; personal and group strengths; areas of concern and improvement
		4.2	Make recommendations for future planned expeditions	<input type="checkbox"/> <i>Recommendations for future expeditions</i> : specific, measurable, achievable, realistic, time bound (SMART) targets; training required

## Information for tutors

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### Delivery

This unit emphasises personal development and developing responsibility through a structured activity. It is important that learners understand the importance of precise planning before venturing out, being aware of safety and environmental considerations throughout the expedition.

The expedition can be taken from the learner's place of study but it would be much more exciting and beneficial for them to travel to an unfamiliar environment where they can enjoy and appreciate the countryside. However, before venturing out into the countryside it is imperative that the learners understand the basic requirements of a full-day expedition.

Equipment, including clothing and footwear, are of the utmost importance and a great deal of time should be spent covering the criteria of the personal and safety equipment required. The different types of clothing and footwear must be explored and this could be done using catalogues from outdoor stores or using their websites, and by visits or guest speakers from the public services who use expeditions on a regular basis.

Planning the location and route will require the deliverer and learners to study a variety of suitable maps and to use a compass in order to complete the obligatory route card, a copy of which should be left at the centre.

Learners must be given the opportunity to develop their outdoor skills, learn about the environment, make decisions as a group, recognise the needs and strengths of others, and share the responsibility of planning and carrying out the expedition. Upon returning from the full day out, the learners are expected to review the experience and feed back on the strengths of the expedition and the areas where improvements could be made for future ventures. The use of evidence collected on the day will prove invaluable in recalling the day out and could be used in presenting their findings to the group.

If possible, this unit is best carried out after *Unit 12: Map Reading Using Ordnance Survey Maps* as the skills of reading Ordnance Survey maps will be put into practice in the planning of the route card and throughout the expedition.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to the unit and programme of learning.</p> <p>In groups, learners consider:</p> <ul style="list-style-type: none"><li>• basic considerations – cost, transport, weather, destination</li><li>• personal and group equipment – kit list</li><li>• health and safety recommendations and safety equipment</li><li>• issues surrounding the expedition on the environment.</li></ul> <p>Assessment: learners identify the skills required for a day's expedition and explain the benefits of expedition skills in public services through a leaflet, poster or presentation (learning outcome 1).</p>
<p>Tutor-led delivery on planning the full day expedition to include:</p> <ul style="list-style-type: none"><li>• map and compass – choice of route and destination</li><li>• blank route card – each group to complete a card.</li></ul> <p>Assessment: learners add to leaflet, poster or presentation to include equipment required, safety and environmental requirements (learning outcome 2).</p>
<p>Learners take part in a full-day expedition which must cover the following factors:</p> <ul style="list-style-type: none"><li>• correct clothing and navigation skills</li><li>• teamwork and leadership</li><li>• working in a positive manner</li><li>• rest periods – food and liquids.</li></ul>
<p>Learners collect evidence, such as photographs, from the expedition.</p> <p>Assessment: tutors complete observation record/witness statements of individual or group performances (learning outcome 3).</p>
<p>Assessment: learners review the full-day expedition, consider personal and group achievement, and make recommendations for future expeditions in one-to-one discussion with tutor (learning outcome 4).</p>
<p>Assessment debrief and feedback on unit.</p>

## Assessment

This unit is primarily practical, with some theoretical input on the planning and preparation of the expedition. Therefore the assessment could have a majority of practical components such as a log, photographs, observation sheets etc.

To achieve 1.1, the learner is required to identify skills that are required for a full-day expedition. For 1.2, learners could design a poster or leaflet which advertises the benefits of taking part in an expedition.

Learners could develop the leaflet, poster or presentation proposed for criteria 1.1 and 1.2 to include evidence for criteria 2.1, 2.2, 2.3 and 2.4. This would include what needs to be considered when planning an expedition, the equipment required, health and safety requirements, and the impact on the environment.

Criteria 3.1 and 3.2 require the learner to participate in planning and carrying out an expedition. The learner must work with other team members to decide on an appropriate destination and a suitable route. The learner must then carry out the expedition wearing suitable kit and taking relevant equipment. They should also be able to demonstrate their ability to follow instructions and work as a member of the team. This could be evidenced through an authenticated observation record.

To achieve criteria 4.1 and 4.2, learners must review the expedition. Evidence of feedback from their peers and tutor should be available. This could include information on how successful they felt the expedition was, what they felt their strengths and weaknesses were and, for 4.2, recommendations for future expeditions. This evidence could be provided in the form of a presentation, written record or tutor discussion.

Centres must ensure that reasonable and appropriate steps are taken to create a safe and secure environment when selecting a location for the expedition in support of the learners.

## Suggested resources

### Book

Ogilvie K – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 9781898555094

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.army.mod.uk/infantry/regiments/12078.aspx">www.army.mod.uk/infantry/regiments/12078.aspx</a>	Army Look at Life
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.dofe.org">www.dofe.org</a>	The Duke of Edinburgh's Award website
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.naturalengland.org.uk/ourwork/enjoying/countrysidecode/default.aspx">www.naturalengland.org.uk/ourwork/enjoying/countrysidecode/default.aspx</a>	Natural England – The Countryside Code
<a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a>	Ordnance Survey
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines

### Other

Ordnance Survey Interactive Map Explorer CD ROM

## Unit 18:

## Developing Personal Skills for Leadership

**Unit reference number:** J/503/2838

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit looks at how learners can develop their leadership skills. The unit covers the main features of leadership and how to lead, make decisions, and give instruction and feedback.

### Unit introduction

The development of leadership skills is often an important or desirable aspect of employability. Whether using these skills formally as a manager or supervisor, or informally to lead a small group of people or to relay instructions to others, learners will benefit from being able to understand and develop these skills.

This unit introduces the learner to the concept of leadership and its main features. Additionally, learners will gain a basic understanding of how to make decisions and give instructions to others as part of a leadership role. The ability to give and receive constructive feedback is another important aspect of leadership and is also introduced in this unit.

### Essential resources

Learners should have access to appropriate sources of information about leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to give instructions to others.

Due to the nature of learning outcome 3, learners should have access to sports facilities and open areas, as well as any necessary equipment such as planks, ropes and balls to enable them to demonstrate their leadership skills in a practical manner.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the main features of leadership	1.1	Identify different types of leadership	<ul style="list-style-type: none"> <li>□ <i>Types of leadership:</i> born leaders, leaders who arise out of a situation, trained leaders, leaders in the widest context e.g. prime minister, managing directors of large companies, heads of public service organisations, managers of sports teams; familiar leaders who have formal responsibility for others, e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership, e.g. sports team captains, leaders of project teams within the public services</li> </ul>
		1.2	Outline the main features of leadership	<ul style="list-style-type: none"> <li>□ <i>Main features of leadership:</i> responsibility for others; ensuring they and others carry out tasks or meet goals; giving instructions, e.g. allocating tasks to others; telling people what they need to do; giving feedback, e.g. telling someone they have done something right or that they need to do something differently, listening to others' opinions; time management, e.g. conveying a sense of urgency when the task is urgent; making decisions, e.g. deciding on what the others need to do and how they should do it</li> </ul>
2	Know how to make decisions	2.1	Identify a decision that needs to be made about a task or situation	<ul style="list-style-type: none"> <li>□ <i>Types of decisions to be made:</i> e.g. making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity</li> </ul>
		2.2	Outline steps needed to make the decision	<ul style="list-style-type: none"> <li>□ <i>Steps needed to make decisions:</i> e.g. identify the purpose of a decision, gathering information, dealing with conflicting priorities, determine the pros and cons, put decision into action</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
3	Know how to give instructions to members of a group	3.1	Identify the instructions needed by members of a group to carry out an aspect of their tasks or activities	<ul style="list-style-type: none"> <li>□ <i>Types of instructions</i>: allocating tasks or work to team members; showing someone how to carry out a task; telling someone what they need to do and how to do it, giving deadlines for completion of task</li> <li>□ <i>Giving instructions to others</i>: ensuring instructions are clear and correct; using most appropriate and timely method of communication – written, verbal, presentation; giving instructions in an appropriate way, e.g. at correct time and in a polite manner</li> </ul>
		3.2	Give instructions to group members	
4	Know how to give and receive feedback about a task or activity	4.1	Give examples of when feedback was given about a task or activity to another group member	<ul style="list-style-type: none"> <li>□ <i>Types of feedback</i>: formal, eg written reports, appraisal; informal, eg verbal to individual, feedback to team on task performance</li> </ul>
		4.2	Give examples of when feedback was received about a task or activity from another group member	

### Delivery

Learners may find it helpful to be introduced to what leadership means through a wider context — anyone from politicians and well-known figures from business or industry to sports captains. This could be done in a group discussion in which the tutor asks learners to identify different types of leader. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially.

Learners would benefit from opportunities to discuss what they think a leader does (for example, what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example, the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small-group setting. Tutors may wish to give the group a simple, structured activity to carry out, for example a defined project or task in which each member can be allocated a particular job and which has a defined timescale for completion.

In understanding how to make decisions, learners need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support the learner in identifying a decision to be made and then agree with them how it will be made – the step or steps they need to take in order to make the decision. For example, thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, the learner would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners may well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

Visits to a public service establishment could be beneficial, for example personal development activity (PDA) days run by army youth teams involve practical leadership tasks. A visit to RAF stations and naval establishments often include similar activities.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Small-group discussion to identify leaders; explore features of leadership in public services.</p> <p>In small groups, learners research types of leaders and features and present to the group.</p> <p>Assessment: in one-to-one discussion with the tutor, the learner identifies different types of leadership and outlines the main features of leadership (learning outcome 1).</p>
<p>Leadership skills; visiting speakers from public services; design posters, etc.</p> <p>Assessment: in one-to-one discussion with the tutor, the learner identifies a decision that needs to be taken about the task or situation and describes the steps needed to make the decision (learning outcome 2).</p>
<p>Learners prepare to practise identified skills; write-up of skills.</p>
<p>Learners practise role-play scenarios; each learner to have opportunity to demonstrate leadership skills in a worthwhile context.</p> <p>Assessment: in role-play activities, learners are observed identifying instructions needed for members of a group to carry out tasks and activities and giving instructions to group members (learning outcome 3).</p>
<p>Giving and receiving feedback; reviewing performance; discussion on what went well and what could be improved.</p> <p>Assessment: learners are observed giving feedback to another group member and receiving feedback (learning outcome 4).</p>
<p>Assessment debrief and feedback on unit.</p>

## Assessment

Evidence for 1.1 and 1.2 should come from a group discussion or group activity which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to identify at least two different types of leadership and outline at least two main features of leadership.

In achieving 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 2.1 and 2.2 may take the form of a taped discussion, video evidence etc or copies of written documents (flowcharts, lists etc) in which the learner identifies a

straightforward decision that needs to be made and outlines the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions need not be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of the learner giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1 and 4.2 could come from either an individual discussion between the learner and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc or copies of written statements by the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least two examples of giving feedback to others and at least two examples of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

## Suggested resources

### Book

Adair J – *Develop your Leadership Skills (Creating Success)* (Kogan Page, 2013)  
ISBN 9780749467005

Biographies of famous leaders – e.g. Churchill, Martin Luther King

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.army.mod.uk/infantry/regiments/12078.aspx">www.army.mod.uk/infantry/regiments/12078.aspx</a>	Army Look at Life
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides advice on improving life, including life skills

<a href="http://www.policerecruitment.homeoffice.gov.uk">www.policerecruitment.homeoffice.gov.uk</a>	Police
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.tellmehowto.net">www.tellmehowto.net</a>	Provides advice on many areas including personal development and careers

## **Unit 19:**

## **Investigating Rights and Responsibilities at Work**

**Unit reference number:** K/503/2847

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

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### **Unit aim**

The aim of this unit is for learners to develop knowledge of employee rights and responsibilities, employer responsibilities and how the rights of employees are upheld in the workplace.

### **Unit introduction**

Everyone has the right to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. This unit provides an introduction to the concept by discussing basic rights at work.

The laws that have been introduced to protect and support employees will be considered. Learners will be made aware of the laws and how to find out about them if they need further information.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know employee 'rights' and 'responsibilities' are in a place of work	1.1	Outline employee 'rights' at work	<ul style="list-style-type: none"> <li>□ <i>Rights</i>: basic human rights, e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work, e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions</li> </ul>
		1.2	Outline employee 'responsibilities' at work	<ul style="list-style-type: none"> <li>□ <i>Responsibilities</i>: responsibility to protect, improve and not infringe others' rights; work responsibilities, e.g. contractual obligations, health and safety requirements; appropriate training and development</li> </ul>
2	Know how the rights of individuals are supported in a place of work	2.1	Describe the factors that may affect the rights of individuals at work	<ul style="list-style-type: none"> <li>□ <i>Factors affecting rights of individuals</i>: positive images; perceptions e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights</li> </ul>
		2.2	Describe how to respect the rights of individuals at work	<ul style="list-style-type: none"> <li>□ <i>How to respect others</i>: appropriate behaviour, e.g. use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action</li> </ul>
		2.3	Identify laws that can protect the rights of employees at work	<ul style="list-style-type: none"> <li>□ <i>Laws</i>: laws relating to employee rights, e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act, 1998)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know the responsibilities of employers in a place of work	3.1	Identify employer responsibilities at work, in regard to: <ul style="list-style-type: none"> <li>• fulfilling a contract</li> <li>• health and safety</li> <li>• equal opportunities and prevention of discrimination</li> </ul>	□ <i>Employer's responsibilities:</i> health and safety; working conditions; contractual; equality of opportunity; confidentiality of employee information



## Information for tutors

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### Delivery

Tutors need to be creative in their approach to this unit, which is largely based on knowledge and understanding rather than on skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should also be encouraged, particularly when defining terminology and considering rights and responsibilities beyond those enshrined in law.

Learners should be briefly introduced to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal, such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks can be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value.

Learners could then consider how this might affect their work. Learners could also be encouraged to discuss how television, radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work. For example, women are often seen taking a domestic role at home and a much smaller percentage of women have high-paid jobs.

Scenarios could be used as a basis for research into the laws that have been put in place to protect the rights of individuals at work, for example a colleague or partner who has become pregnant. What are your colleague's rights and what rights does their partner have? What laws are in place to support them? Learners could find out where they can get help and advice, both within the workplace and outside it.

Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities they have covered when looking at them from an employee's perspective. They should be encouraged to think about how the employer, through meeting their responsibilities, allows employees to exercise their rights. (For example, an employer's responsibility to maintain a healthy and safe workplace is put in place to ensure that employees' right to work in a healthy and safe environment is observed.)

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Explanation of terms; group discussions to explore own perceptions and beliefs; research into rights and responsibilities.

Tutor provides practical examples through which learners can respond to the meaning of the key terms.

Assessment: learners explain what rights and responsibilities are through the completion of poster or presentation, or in a discussion with the tutor (learning outcome 1).

Learners carry out research into how individuals should be respected at work; investigate factors that might affect the respect which is given by some and received by others.

In groups, learners discuss case studies provided by the tutor of incidents when members of the public services have not demonstrated respect to others.

Assessment: learners each produce posters or information booklets to illustrate the factors that affect the rights of the individual and how to respect the rights of individuals (learning outcome 2).

Research into the abundance of legislation that provides for equality of opportunity; case studies citing recent events in relation to inequality in the public services.

Visit from members of public service organisations to provide information on rights and responsibilities of both the employer and the employee in relation to equal opportunities.

Assessment: learners identify different laws relating to the rights and responsibilities of individuals at work. This can be added to the booklet produced for learning outcome 2 (learning outcome 2).

Visit from HR manager to explain employers' responsibilities in relevant areas.

Assessment: learners identify employer responsibilities, and give a verbal presentation to group; evidence by witness statement (learning outcome 3).

## Assessment

For 1.1 and 1.2, learners must outline what rights and responsibilities an employee has in the workplace. Practical examples may help.

For 2.1, learners should be able to give examples of three different factors that may affect the rights of an individual in a place of work.

The evidence provided for 2.2 could be in the form of an information leaflet or booklet which describes how we should respect our colleagues at work. Alternatively, a written description or an oral presentation could be an effective method of assessment.

For 2.3, learners must identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

In 3.1, the focus is on the employer's responsibilities. The learner must be able to identify the employer's responsibilities at work in regard to fulfilling a contract, health and safety, and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. At least one example is required for each area.

## Suggested resources

### Books

Fenwick H and Glancey R – *Q&A Civil Liberties and Human Rights 2013–2014* (Routledge, 2012) ISBN 9780415633659

Stone R – *Textbook on Civil Liberties and Human Rights* (Oxford University Press, 9th Edition, 2012) ISBN 9780199641970

### Websites

<a href="http://www.adviceguide.org.uk">www.adviceguide.org.uk</a>	Citizens Advice Bureau website providing advice on many issues, including employment
<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.worksmart.org.uk">www.worksmart.org.uk</a>	TUC website providing advice on rights at work

## **Unit 20: Self-Management Skills**

**Unit reference number:** T/503/2835

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is for learners to understand the importance of self-management for employees and to develop time-management skills for work.

### **Unit introduction**

Employees need to be able to manage themselves appropriately in order to stay safe and healthy at work and to make a positive contribution to the workplace. This unit focuses on the importance for employees of being able to manage themselves in the workplace.

Learners are asked to demonstrate time-management skills and carry out an evaluation of their performance. Areas in which learners will find out more about the importance of self-management include prioritising time and tasks during the working day, being mindful of daily objectives at work, and taking breaks at appropriate times.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand self-management for work	1.1	Outline reasons for self-management in the workplace	<ul style="list-style-type: none"> <li>□ <i>Self-management in the workplace:</i> reasons, e.g. contributing to own health and wellbeing, build self-esteem and confidence, better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily</li> </ul>
		1.2	Identify areas which need time management in the workplace	<ul style="list-style-type: none"> <li>□ <i>Areas which require time management:</i> e.g. daily tasks and activities, weekly tasks and activities, longer-term tasks and activities, lunchbreaks and teabreaks, starting and ending tasks, working individually on a task or activity, working with others on a task or activity</li> </ul>
		1.3	Explain reasons for taking breaks during the working day	<ul style="list-style-type: none"> <li>□ <i>Reasons for taking breaks:</i> benefits of regular breaks, e.g. enhances personal health and wellbeing, able to do job more effectively, improves concentration, accidents less likely; opportunity to speak informally to other colleagues during a teabreak or lunchbreak</li> </ul>
2	Be able to demonstrate time-management skills for work	2.1	Carry out tasks and activities in an appropriate prioritised order	<ul style="list-style-type: none"> <li>□ <i>Time management and taking breaks:</i> planning time for tasks and activities, e.g. prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives; allow time for taking breaks, e.g. lunchbreak, teabreaks, breaks for health and wellbeing purposes</li> </ul>
		2.2	Carry out tasks and activities to achieve agreed objectives for a working day	
		2.3	Take breaks during the working day	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to assess own time management skills	3.1	Outline aspects of time management which went well when carrying out the tasks and activities for the working day	<ul style="list-style-type: none"> <li>□ <i>Review of performance</i>: deciding whether or not effective time-management skills were demonstrated during the working day; talking about what went well and what did not go so well e.g. remembered to take regular breaks from looking at the computer screen, but forgot to check time during lunchbreak so returned late to desk</li> </ul>
		3.2	Outline aspects of time management which were less successful	

## Information for tutors

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### Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. It is expected that the self-management skills listed within the unit are those which need to be demonstrated by learners within an educational context as well as by employees, therefore learners will likely already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of own organisational procedures as appropriate, for example school or college organisational procedures for staff and/or learners relating to self-management (or, if in the workplace, copies of the procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in-tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion, or through discussion between the learner and their line manager or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners understand the importance of managing themselves and to start to think about the benefits of doing this. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1. Learners should be encouraged to understand how they contribute to their own health and wellbeing in managing their time effectively, and why it is important that they look after themselves.

Tutors may wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities that employees have for their own health and wellbeing and that the general ways in which the workplace can support employees.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities while being observed by their supervisor, line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate self-management skills. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, supervisor, line manager or other observer provides help or support to the learner by pointing out, for example, health and safety issues that the learner may have missed. They may also wish to discuss and agree the activities that the learner will demonstrate, in advance of the demonstration.

Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed. For example, if it is an observation, then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners and tutors/line managers would discuss how the learner did in their demonstration and learners would be able to discuss what they felt went well.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led introduction to the concept of self-management; small-group discussion; feedback to whole group.

Visit from members of public services, focusing on benefits of taking regular breaks during the working day; learners should be encouraged to ask questions and record answers given by public service personnel.

Learners identify self-management skills related to time management in a public service organisation; describe importance of taking appropriate breaks – could be recorded presentation or small-group discussion (ensuring contribution by individual learners).

Assessment: learners identify areas in which they need to manage their time and describe the benefits of taking proper breaks during the day. This could be a written description, or a one-to-one discussion with the tutor (learning outcome 1).

Practical demonstration by learner of self-management skills in work situation; a public service simulation should be prepared and agreed ahead of the task being undertaken.

Assessment: learner is observed prioritising tasks to achieve objectives and taking breaks during the day (learning outcome 2).

Assessment: learners reflect on own performance; discuss with observer and record what went well and what did not go so well (learning outcome 3).

## Assessment

For 1.1, the learner needs to outline two reasons why employees need to manage themselves in the workplace.

For 1.2 and 1.3, the learner must be able to identify at least two areas related to time management. They should also be able to explain why taking appropriate breaks is important. The learner should be able to set their self-management skills clearly in a work-related context. Evidence to support this can be either in a written format, for example records of group or individual discussion (written by the tutor or learner with sign-off from the tutor), or video/audio recording.

For 2.1, 2.2 and 2.3, the learner must be able to demonstrate self-management skills within the workplace. The focus is on time management as mentioned above, and may be carried out as part of a real working day or as a simulated activity. The learner must be able to demonstrate that they can carry out more than one activity (for example, managing a list of tasks and taking a break for health and safety



reasons). The learner should be able to show how they prioritise their tasks and activities to achieve agreed daily objectives. These daily objectives should be agreed in advance of the demonstration. The learner should also be able to demonstrate how to take appropriate breaks during their working day. The learner must be able to demonstrate that they understand what they are doing, although tutors and others may support and prompt them.

The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner about their performance for 2.1, 2.2 and 2.3. This observation can take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace), a video with supporting commentary or a statement from the tutor or line manager.

For 3.1 and 3.2, the learner must carry out a review of their time-management skills in which they identify at least one aspect that went well (for example being able to meet all their daily objectives) and one aspect that did not go so well (for example not planning in any time for reading emails first thing in the morning). It is appropriate for the tutor, line manager or a colleague to offer constructive criticism and for learners to include this feedback in their review of performance (if they accept it). However, the learner's self-evaluation should represent their own views on their performance and should be recorded independently.

Evidence to support 3.1, and 3.2 can be either written, for example written statements from the learner with reviewing their performance with supporting statements from the tutor, line manager or other person involved in the discussion and review, or presented through a video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed with the tutor/line manager in advance.

## Suggested resources

### Books

Fleming I – *The Time Management Pocketbook* (Management Pocketbooks, 2011)  
ISBN 9781906610371

### Websites

<a href="http://www.army.mod.uk">www.army.mod.uk</a>	British Army
<a href="http://www.baa999.co.uk/">www.baa999.co.uk/</a>	British Ambulance Service Association
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.fish4jobs.co.uk/jobs">www.fish4jobs.co.uk/jobs</a>	Provides advice on searching for jobs, preparing CV, preparing for interview
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police Service Information (Home Office)
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.homeoffice.gov.uk/police">www.homeoffice.gov.uk/police</a>	Police Service Information (Home Office)
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Advice on improving life including life skills

<a href="http://www.monster.co.uk">www.monster.co.uk</a>	Job search website
<a href="http://www.policerecruitment.homeoffice.gov.uk">www.policerecruitment.homeoffice.gov.uk</a>	Police
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.reed.co.uk">www.reed.co.uk</a>	Job search website
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.totaljobs.com">www.totaljobs.com</a>	Job search website
<a href="http://www.worksmart.org.uk">www.worksmart.org.uk</a>	TUC website providing advice on the workplace

## **Unit 21: Working as a Volunteer**

**Unit reference number:** D/503/2828

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit aim**

The aim of this unit is for learners to develop an understanding of the role of volunteers and the skills required for different types of voluntary work. In this unit, learners apply for and participate in a voluntary work activity.

### **Unit introduction**

Working as a volunteer can be very rewarding and enjoyable. It is also a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests. Working as a volunteer can also give learners the opportunity to gain new skills which are transferable to paid employment.

The focus of this unit is to help learners understand the importance of volunteers in a range of situations, for example working in a charity shop on a regular basis, helping out on a local marathon or completing community involvement as part of the Duke of Edinburgh's Award. In this unit, learners will consider the areas where volunteers are used and the skills required by volunteers in different areas of voluntary work. Learners will also have the opportunity to apply for an area of voluntary work which interests them.

For this unit, learners must participate in some form of voluntary work. A specified time for the voluntary work is not given, but it must be sufficient to allow them to gain the knowledge and experience needed to meet the learning outcomes.

### **Essential resources**

Learners will need the opportunity to undertake a brief period of voluntary work.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the role volunteers play in different volunteering situations	1.1	Identify different situations where volunteers are used	<ul style="list-style-type: none"> <li>□ <i>Volunteering situations</i>: volunteering roles, e.g. charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, VSO</li> </ul>
		1.2	Explain why the role of volunteers is important in different volunteering situations	<ul style="list-style-type: none"> <li>□ <i>Roles of volunteers in situations</i>: back office functions, e.g. sorting and pricing goods for a charity shop; customer facing functions, e.g. serving in a charity shop or working on a stall during fundraising events; specialist roles, e.g. cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work</li> <li>□ <i>Importance of volunteers</i>: to provide expertise; to provide time; to provide extra help; to provide new ideas; to respond in an emergency</li> </ul>
2	Be able to undertake voluntary work	2.1	Identify the skills required for different types of voluntary work	<ul style="list-style-type: none"> <li>□ <i>Skills for voluntary work</i>: general skills, e.g. cheerfulness, empathy, reliability, punctuality; communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental; specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness</li> </ul>
		2.2	Apply for voluntary work, adhering to application requirements	<ul style="list-style-type: none"> <li>□ <i>Apply to become a volunteer</i>: match skills and interests to voluntary work; different application methods, e.g. phone, email, letter, application form, visit</li> </ul>
		2.3	Complete a voluntary work activity according to a given brief	<ul style="list-style-type: none"> <li>□ <i>Voluntary work</i>: suitable work which matches skills and interests, e.g. gardening for person who is disabled, helping at a youth club, helping at an animal sanctuary, craft activity in a residential home for elderly people</li> </ul>

## Information for tutors

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### Delivery

The emphasis of this unit is to make learners aware of the importance of voluntary work to all those involved and to develop an understanding of the range of skills required to take part. This will help learners in identifying the skills required for a preferred area of voluntary work, enable them to apply for voluntary work and complete a brief period of voluntary work.

Delivery methods could include learner-centred tasks, such as groupwork and research tasks, and learner-led presentations to explore a wide a range of volunteering situations. Websites may be a good source of information, for example [www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/Volunteering/index.htm](http://www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/Volunteering/index.htm)

Understanding the skills required by different volunteers could be covered by case studies that include volunteers in a range of volunteering situations, or by guest speakers. Learners could answer questions on a worksheet identifying the skills needed by the volunteer.

Learners could work in pairs to determine which skills are common to all areas of voluntary work and which are specific to particular volunteering work, for example communication skills for visiting the elderly, physical skills and physical fitness for outdoor work, and then report back to the rest of the group. Posters could be designed to show the generic skills and specific skills required by volunteers, which could then be displayed in class.

Centres should be able to cover learning outcome 2 through practical activities which could include completing real or simulated application forms for volunteering work, writing application letters and role-play telephone conversations.

Learners are to complete a brief period of voluntary work for learning outcome 2. Tutorials will provide an opportunity for tutors to discuss the interests and skills of individual learners in order to arrange a brief period of suitable voluntary work.

Tutors should provide learners with guidance about the voluntary work, the skills required, the timescale to complete the work and any supervision arrangements.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Speakers from volunteering organisations. Class to make notes. Whole-group discussion.
Assessment: learners each produce a leaflet to explain the reasons why volunteers are important in public services (learning outcome 1).
Guest speakers, case studies, DVDs about volunteering work, independent research in small groups.
Assessment: learners each produce a poster to illustrate the different types of skills required for different areas of voluntary work – these will be displayed in the class room (learning outcome 1).

### Topic and suggested assignments/activities

Learners discuss in groups different methods of application. Learners to investigate different volunteering activities of interest to themselves and find out how to apply. Examine application, e.g. forms, letters, practise telephone/face-to-face applications.

Assessment: in groups, learners discuss the different ways of getting involved in volunteering, e.g. applying by letter or in person, or joining a group ie cadets.

Learners research the recruitment process for the specials constabulary and examine and/or complete an application form for the specials (learning outcome 2).

Learners carry out a volunteering activity.

Assessment: learners are observed undertaking some volunteering activity (learning outcome 2).

### Assessment

This unit can be assessed through a series of structured tasks or assignments involving a mixture of theoretical and practical application.

To meet 1.1, the learner must identify at least three situations where volunteers are used. For 1.2, the learner must provide a short explanation of why volunteers are important for the three situations they identified in 1.1.

For 2.1, they must be able to identify the skills required for a range of types of voluntary work. Both these criteria could be assessed through one-to-one discussion with the tutor. Responses must be recorded for verification purposes.

A letter, record of a telephone call or completed application form for voluntary work could provide the evidence required for 2.2. The evidence must show that the learner has understood and followed the appropriate guidelines in applying for the voluntary work.

The learner could complete a log or diary to record the tasks completed in their voluntary work experience for 2.3. This needs to be verified by the supervisor of the voluntary work.

### Suggested resources

#### Book

Ford L – *The Guardian Guide to Volunteering* (Guardian Newspapers Ltd, 2007)  
ISBN 9780852650677

#### Journal

*Air Cadet* (RAF)

#### Websites

[www.aircadetcentral.net](http://www.aircadetcentral.net)

Air Cadets

[www.armycadets.com/volunteer-with-us](http://www.armycadets.com/volunteer-with-us)

Army Cadets

[www.army.mod.uk](http://www.army.mod.uk)

British Army

[www.army.mod.uk/infantry/regiments/12078.aspx](http://www.army.mod.uk/infantry/regiments/12078.aspx)

Army Look at Life

[www.baa999.co.uk/](http://www.baa999.co.uk/)

British Ambulance Service Association

<a href="http://www.communityhelpers.co.uk/how-be-police-volunteer.html">www.communityhelpers.co.uk/how-be-police-volunteer.html</a>	Advice on becoming a police volunteer
<a href="http://www.dofe.org">www.dofe.org</a>	Duke of Edinburgh's Award
<a href="http://www.fireservice.co.uk">www.fireservice.co.uk</a>	Fire Service
<a href="http://www.fireservice.co.uk/recruitment">www.fireservice.co.uk/recruitment</a>	Fire Service Recruitment
<a href="http://www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively">www.gov.uk/government/policies/helping-the-police-fight-crime-more-effectively</a>	Police
<a href="http://www.hmrc.gov.uk">www.hmrc.gov.uk</a>	HM Revenue and Customs
<a href="http://www.homeoffice.gov.uk/police">www.homeoffice.gov.uk/police</a>	Police Service Information (Home Office)
<a href="http://www.met.police.uk/cadets">www.met.police.uk/cadets</a>	Provides advice on working for the police
<a href="http://www.raf.mod.uk/">www.raf.mod.uk/</a>	Royal Air Force
<a href="http://www.raf.mod.uk/aircadets">www.raf.mod.uk/aircadets</a>	Air Cadets
<a href="http://www.rnli.org.uk">www.rnli.org.uk</a>	Royal National Lifeboat Institution
<a href="http://www.royalnavy.mod.uk">www.royalnavy.mod.uk</a>	Royal Navy/Royal Marines
<a href="http://www.voluntaryworker.co.uk">www.voluntaryworker.co.uk</a>	Provides advice on becoming a volunteer
<a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a>	Provides advice on becoming a volunteer
<a href="http://www.wfac.org.uk/">www.wfac.org.uk/</a>	Working for a Charity – provides advice

## **Unit 22:**

# **Building Working Relationships with Colleagues**

**Unit reference number:** D/503/2845

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit introduces learners to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace. The emphasis of the unit is on the practical skills required for successful communication with colleagues.

### **Unit introduction**

Any employee or potential employee should understand why people skills are important to them in their career and also to the organisations in which they may work. Much depends on the ability of individuals to cooperate and get on with one another in the workplace and the causes of discontent at work are often attributed to 'people problems'.

Learners will find out about different types of colleagues, how to communicate appropriately with colleagues and the importance of carrying out their own tasks or responsibilities in line with the expectations of their peers.

### **Essential resources**

Learners must participate in activities that involve colleagues, whether in a real workplace or a simulated environment.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why it is important to get on well with colleagues	1.1	Identify different types of colleagues an employee needs to interact with at work	<ul style="list-style-type: none"> <li>□ <i>Different types of colleagues</i>: colleagues from other parts of the organisation, other departments or other offices, e.g. head office, local and regional offices; colleagues in different sorts of jobs or roles, e.g. managers, employers, owners, supervisors, line managers, peers, senior staff, external staff, part-time and full-time employees</li> </ul>
		1.2	Outline why an employee needs to get on well with each type of colleague	<ul style="list-style-type: none"> <li>□ <i>Importance of getting on with other people</i>: benefits of constructive working relationships, e.g. personal satisfaction and enjoyment of work environment, learning skills from others through positive working relationship, pleasant atmosphere in workplace; effects of poor working relationship on self and on others, e.g. hinders teamwork, creates unpleasant atmosphere in workplace, lowers standards of customer service, damages health or wellbeing due to stress caused</li> </ul>
2	Be able to work with employers and/or managers	2.1	Complete a task as instructed by employers and/or managers	<ul style="list-style-type: none"> <li>□ <i>Complete tasks according to instructions</i>: showing you have listened to and understood instructions, e.g. asking questions if something is unclear, confirming when you expect to complete the task; knowing where to get help or support if needed e.g. from tutor, line manager, team member, training guide, instruction document; carrying out task on time and according to given brief, e.g. posting meeting agenda five working days before the meeting, as requested by supervisor</li> </ul>
		2.2	Use appropriate language and tone when communicating with employers and/or managers	<ul style="list-style-type: none"> <li>□ <i>Using appropriate language and tone with employers and/or managers</i>: some types of language and tone are inappropriate, e.g. obscene language, sexist remarks, sarcasm, shouting at people; positive consequences of communicating appropriately, e.g. shows good manners, creates good impression of the individual's communication skills; negative consequences of using inappropriate language, e.g. a sarcastic remark could offend employer or manager</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to work with peers in the workplace	3.1	Use appropriate language and tone when communicating with peers	<ul style="list-style-type: none"> <li>□ <i>Using appropriate language and tone with peers:</i> some types of language and tone are inappropriate, e.g. obscene language, sexist remarks, sarcasm, shouting at people; positive consequences of communicating appropriately, e.g. building mutual respect, helping to create a positive atmosphere in the workplace, improve teamwork; negative consequences of communicating inappropriately, e.g. using sexist language could lead to warnings from line manager, allegations of harassment</li> </ul>
		3.2	Contribute ideas and opinions in a way that peers find acceptable	<ul style="list-style-type: none"> <li>□ <i>Contributing ideas and opinions:</i> express own ideas or suggestions to others without being aggressive, rude or disrespectful; accepting right of others to question or disagree with your ideas or suggestions</li> </ul>
		3.3	Carry out their own role or task in line with the agreed or designated expectations of their peers	<ul style="list-style-type: none"> <li>□ <i>Carry out task/role according to agreed expectations:</i> know expectations of peers based on agreed tasks, behaviours or course of action, e.g. peers expect you to take your turn in clearing fax tray as agreed at the team meeting; being reliable and dependable in your interaction with peers, e.g. carrying out task within the deadline given, offering to put something right if you make a mistake</li> </ul>
		3.4	Seek and accept help, guidance and feedback from peers when appropriate	<ul style="list-style-type: none"> <li>□ <i>Seek and accept advice, help, feedback from peers:</i> knowing appropriate ways to request advice, help or feedback, e.g. ask for advice politely, explain why you would like feedback, state exactly what help you would like; being able to accept advice, help or feedback, e.g. show you have thought about the advice, help or feedback by listening, asking questions, thanking a peer for their advice, help or feedback, being respectful when you don't agree with some of the advice, help or feedback given</li> </ul>

## Information for tutors

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### Delivery

Evidence for this unit could be gathered through a part-time job, work experience or simulated activity. Learners should be encouraged to reflect on the full range of people who they might encounter in the workplace (excluding customers or clients). If learners have no current access to the workplace but have previously been employed, they might find it useful to draw on this experience wherever appropriate. Group activities, where some members of the group have workplace experience, will support those learners who have none.

For learning outcome 1, learners might find it useful to discuss different examples of peers and managers and/or employers as a starting point, but should also be challenged to think more widely, as appropriate to the context (for example external colleagues, contractors such as cleaning or catering staff, colleagues from other office locations and departments), considering basic hierarchies where these exist.

Before demonstrating the behaviours required for learning outcomes 2 and 3, learners would benefit from spending some time identifying what these behaviours might be. This could be done through group discussion, presentations, interviews or film clips of workplace situations.

### Assessment

For 1.1, the learner needs to identify at least two examples of different types of colleagues with whom they might need to interact positively in the workplace.

In achieving 1.2, the learner needs to outline why it is important to have a good relationship both with managers/employers and their peers. The learner must be able to state why it is important for them, the other people they work with and for the organisation as a whole that they as individuals get on well with others. The learner is likely to refer to the benefits of positive interaction but they may also refer to the consequences of negative behaviours as they can also contribute to the evidence for 1.2.

For 2.1–3.4, the learner must demonstrate, either in the workplace or through simulation, that they are able to get on with, and behave appropriately towards, employers/managers and peers. Witness statements, checklists or video evidence would all be useful ways to record these behaviours.

For 2.1, the learner must show an ability to act on a manager or employer's instructions by completing a straightforward task according to a given brief.

For 2.2 and 3.1, the learner needs to show that they understand that respect and courtesy should be extended to all colleagues in the workplace. The learner will demonstrate an ability to communicate appropriately with both their peers and those in more senior positions, using appropriate language level and tone. At least one example of effective communication with peers and one example of effective communication with an employer/senior colleague is required.

For 3.2, the learner must demonstrate at least one example of their ability to communicate ideas, thoughts, suggestions or opinions in a way that is acceptable to others. The learner should also show they understand the concept of tolerance by accepting the right of peers to disagree with their ideas.

In achieving 3.3, the learner must provide evidence that they can perform at least one role or task in line with the expectations or suggestions that have been agreed with a peer or peers, for example showing a peer how to use a new piece of office equipment, being responsible for taking up a collection for a colleague's leaving gift, not encroaching on the desk space of another colleague.

For 3.4, the learner must be able to demonstrate, or refer to, at least one example of when they sought advice, guidance or assistance from peers, or when it would have been appropriate to seek advice, guidance or assistance from peers.

### **Suggested resources**

#### **Websites**

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

Life Coach Expert

[www.worketiquette.co.uk/ColleagueRelationshipsCategory.html](http://www.worketiquette.co.uk/ColleagueRelationshipsCategory.html)

Work Etiquette

# **Unit 23:**

## **Building Working Relationships with Customers**

**Unit reference number:** H/503/2846

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to raise the learner's awareness that how they present themselves and deal with customers and clients can have a direct effect on the company or organisation. Learners will consider and apply organisation protocol for dealing with customers.

### **Unit introduction**

Being able to deal appropriately with customers or clients is a skill that significantly enhances an individual's prospects for employability or progression in the workplace. This unit introduces learners to the vital concept of treating customers or clients properly: why it is important and how it can be achieved.

Learners will consider basic organisational rules for customer relations, how to follow organisational procedures in this regard and when to refer customers elsewhere for assistance. The unit will also ensure that learners understand that their interactions have a direct effect on the way in which customers or clients view the organisation as a whole.

### **Essential resources**

Learners need access to examples of customer service protocols and need to participate in customer service activity, whether in a real workplace or a simulated environment.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that the way of presenting self makes an impression on a customer or client	1.1	Identify positive ways of presenting self to customers or clients, including appearance, manner and language	<ul style="list-style-type: none"> <li>□ <i>Positive self-presentation</i>: appearance, e.g. good personal hygiene, clean, suitable clothing; manner, e.g. appropriate, positive body language, tone of voice, facial expressions; language, e.g. polite, friendly, language level not too informal or formal</li> </ul>
		1.2	Outline effects of presenting self positively on a customer or client	<ul style="list-style-type: none"> <li>□ <i>Consequences of positive self-presentation</i>: helps customers form favourable view of the individual and organisation they represent; customers' positive views have effect on business/patronage, e.g. more likely to make use of the company's goods/services again, likely to recommend the organisation's product/service to others</li> </ul>
		1.3	Outline effects of presenting self negatively on a customer or client	<ul style="list-style-type: none"> <li>□ <i>Consequences of negative self-presentation</i>: might cause customers to form unfavourable view of the individual and organisation they represent; customers' negative views have effect on business/patronage, e.g. less likely to make use of the company's goods/services again, might make complaints against organisation, put off other customers by telling them about their negative experience</li> </ul>
2	Know that organisations normally have protocols for dealing with customers or clients	2.1	Outline the basic rules in an organisation for dealing with customers or clients	<ul style="list-style-type: none"> <li>□ <i>Protocols for dealing with customers/clients</i>: different protocol methods e.g. written, verbal; different parts of protocol, e.g. introducing yourself to customers, answering customer queries, dealing with complaints and returns/refunds, rights of the customer; knowing where to get help or support in applying the protocols or clarifying protocols that are not clear</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to interact positively with customers or clients in line with given protocols	3.1	Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests	<ul style="list-style-type: none"> <li>□ <i>Responding to questions and requests</i>: responding to customer's request/question/enquiry in appropriate manner and in line with organisation's relevant protocols, e.g. answering customer's question accurately and within designated timeframe, carrying out customer request in a pleasant manner</li> </ul>
		3.2	Demonstrate polite behaviour towards customers	<ul style="list-style-type: none"> <li>□ <i>Polite behaviour</i>: following given protocols in interacting with customers e.g. greeting customer in a friendly manner, paying attention to customer's enquiry/request/question, allowing customer to speak without interruption, thanking customer for their enquiry</li> </ul>
		3.3	Identify situations when it is necessary to refer the customer to another colleague or department	<ul style="list-style-type: none"> <li>□ <i>Referring customers elsewhere</i>: recognising why/when it is necessary to refer customer's enquiry/request to someone else, e.g. due to lack of authority to deal with a specific request, lack of knowledge in area which the customer is enquiring about, organisational protocols state that client/customer should be referred to another colleague or department</li> </ul>

## Information for tutors

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### Delivery

Evidence for this unit could be gathered through a part-time job, work experience or simulated activity. Guest speakers, learners interviewing someone from a customer service role, case studies, and film or video clips could all aid learner understanding and enhance the delivery of the unit. If learners have no current access to the workplace but have previously been employed, they might find it useful to draw on this experience wherever appropriate. Group activities, where some members of the group have workplace experience, will support those learners who have none.

Learning outcome 1 and learning outcome 3 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario for the workplace which enables them to demonstrate customer service skills.

Tutors/line managers may wish to spend time with learners in preparation for the demonstration or observation, for example carrying out a simulated activity in which the tutor, line manager, supervisor or other observer provides help or support to the learner. They may also wish to discuss and agree the behaviours or activities which the learner will demonstrate in advance of the demonstration or observation.

In delivering learning outcome 2, it would be helpful to give learners the protocol of a particular organisation as an example. Alternatively, where they have access to the workplace, the learner could request a copy of that organisation's protocol. Some smaller organisations might not have a written protocol. In this case, it would be sensible to use a written protocol from another organisation rather than the verbal description a learner might be offered in the workplace.

### Assessment

For 1.1, the learner must show understanding of a positive manner, positive appearance and use of appropriate language. They need to evidence at least one example of each positive attribute through role play, discussion with others or by actually demonstrating each of these positive attributes in a workplace setting. It would be appropriate for the learner to describe or demonstrate these behaviours in a specific context, but the learner should be aware that what is appropriate in one context is not necessarily appropriate in another (for example working at a go-kart track versus working in a library).

For 1.2 and 1.3, at least two examples of the effects of positive self-presentation and two examples of the effects of negative self-presentation are required. In their descriptions, the learner must identify the effects of self-presentation on the customer's view of the employee and of the organisation as a whole (for example, a rude employee makes the customer think that the employee does not care about their request and that the organisation does not value or respect its customers).

For 2.1, the learner needs to extract, from the written protocol of an organisation, the key 'rules' for dealing with customers. Tutors/line managers should provide either a protocol from the learner's own workplace or from another appropriate workplace.



For 3.1–3.3, either in the workplace or through simulation, the learner must demonstrate basic levels of customer service in line with the protocol they have considered in 2.1. Witness statements, checklists or video evidence would be useful ways to record this activity. The learner must behave throughout the activity in a way that is consistent with the protocol, but they do not need to provide evidence of every aspect identified in 2.1.

For 3.1, the learner must provide accurate answers to straightforward customer questions about goods or services, for example, 'Do you sell stamps?' or meet straightforward customer requests about goods or services, for example, 'Could you please show me where the photocopier is?' Two examples of meeting a customer request or question are required.

For 3.2, the learner needs to demonstrate at least two instances of appropriate and polite communication with a customer, such as showing that they are listening attentively to the customer; using appropriate body language and facial expressions, using appropriate, polite language; greeting the customer appropriately; being friendly in attitude and manner.

For 3.3, the learner must identify at least two instances when they are unable to deal with a customer request or question and should recognise that they therefore need to refer the customer to someone else in the organisation (for example another colleague or a different department). It would be appropriate for the learner to identify these instances in a specific context. Where the learner has access to the workplace, they could identify the instances for referral within the context and protocol of that organisation. Alternatively, a simulated workplace situation using an appropriate written protocol could be used.

## Suggested resources

### Websites

[www.keepcustomers.com](http://www.keepcustomers.com)

Advice on  
communication  
with customers

[www.worketiquette.co.uk/ColleagueRelationshipsCategory.html](http://www.worketiquette.co.uk/ColleagueRelationshipsCategory.html)

Work Etiquette

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

## Mapping to Functional Skills

Entry 3	Unit number			
<b>English — Speaking and listening</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓
<b>English — Reading</b>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓			
<b>English — Writing</b>				
Write texts with some adaptation to the intended audience	✓	✓	✓	✓
<b>ICT — Use ICT systems</b>				
Interact with and use ICT systems to meet needs	✓	✓	✓	✓
Store information	✓	✓	✓	✓
Follow safety and security practices	✓	✓	✓	✓
<b>ICT — Find and select information</b>				
Use simple searches to find information	✓	✓	✓	✓
Select relevant information that matches requirements of given task	✓	✓	✓	✓
<b>ICT — Develop, present and communicate information</b>				
Enter and develop different types of information to meet given needs	✓	✓	✓	✓
Bring together different types of information	✓	✓	✓	✓
Use ICT-based communication	✓	✓	✓	✓
Use ICT systems	✓	✓	✓	✓

Level 1	Unit number																		
English — Speaking and listening	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading																			
Read and understand a range of straightforward texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Writing																			
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 1	Unit number																		
Mathematics — Learners can:	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
<b>Representing</b>																			
<ul style="list-style-type: none"> <li>understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> </ul>								✓					✓						
<ul style="list-style-type: none"> <li>identify and obtain necessary information to tackle the problem</li> </ul>								✓					✓						
<ul style="list-style-type: none"> <li>select mathematics in an organised way to find solutions</li> </ul>								✓					✓						
<b>Analysing</b>																			
<ul style="list-style-type: none"> <li>apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> </ul>								✓					✓						
<ul style="list-style-type: none"> <li>use appropriate checking procedures at each stage</li> </ul>								✓					✓						
<b>Interpreting</b>																			
<ul style="list-style-type: none"> <li>interpret and communicate solutions to practical problems, drawing simple conclusions</li> </ul>								✓					✓						

Level 1	Unit number																		
ICT — Use ICT systems	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Identify the ICT requirements of a straightforward task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Manage information storage																			
Follow and demonstrate understanding of the need for safety and security practices																			
<b>ICT — Find and select information</b>																			
Use search techniques to locate and select relevant information																			
Select information from a variety of ICT sources for a straightforward task												✓							

Level 1	Unit number																		
ICT — Develop, present and communicate information	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks		✓		✓				✓					✓						
Use appropriate software to meet requirements of straightforward data-handling task														✓					
Use communications software to meet requirements of a straightforward task														✓					
Evaluate the selection and use of ICT tools and facilities used to present information																			
Combine information within a publication for a familiar audience and purpose																			



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