Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations

Pathway for Uniformed Youth Organisations

Specification

BTEC specialist qualification

First teaching January 2013

Issue 2

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. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 2. 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

This qualification was previously known as:

Edexcel BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
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.

Contents

Purpose of this specification

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

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification 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 qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (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 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

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 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 Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations
Qualification Number (QN)	600/7908/3
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	14–16
	16–18
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	**Learners must be actively participating in a uniformed youth organisation or youth organisation while working towards the qualification.**
	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
	Centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Rationale for the Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations

The purpose of this qualification is to develop learners' teamwork and personal skills as well as developing their citizenship making them more involved within the community through the participation of youth organisations and uniformed youth organisations.

There are two possible pathways for learners working towards this qualification:

1   uniformed youth organisations for example cadet organisations, Boys/Girls Brigade, Scouts or Guides; or

2   youth organisations for example local sports clubs, faith groups, school and academy clubs or groups and neighbourhood groups.

Many learners belong to youth organisations where they learn new skills that are transferable to the world of work. The Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations gives learners the opportunity to gain accreditation for these skills and knowledge.

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations is for learners who want to prepare for employment or develop personal skills through participating in uniformed or non-uniformed organisations.

It gives learners the opportunity to:

- develop their own personal growth and engagement in learning through the development of teamwork, personal skills and citizenship.

- develop knowledge, understanding and skills that support their personal and career interests

- develop the knowledge, understanding and skills they need to enter employment

- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and in working life

- achieve a nationally recognised Level 1 qualification

- receive certification for smaller blocks of learning through a personalised learning programme

- access programmes of study that can enable progression to higher level qualifications.

Relationship with previous qualifications

This qualification is a replacement for the Edexcel BTEC Level 1 Certificate in Teamwork and Personal Skills for Cadets (QCF), which has now expired.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations can progress to BTEC Level 2 qualifications such as the Pearson BTEC Level 2 First in Public Services and Pearson Level 2 in WorkSkills.

Industry support and recognition

Skills for Justice, the Sector Skills Council (SSC) for the civil service sectors, supports this qualification.

The qualification is a collaborative development with CVQO, a charity that provides the opportunity for members of youth and voluntary organisations to gain internationally recognised qualifications.

For more information about CVQO's work, please visit www.cvqo.org.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- There must be systems in place to make sure that continuing professional development is available for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place.

- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structure

Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations in Youth Organisations (Uniformed)

Learners working towards the uniformed youth organisation pathway will need to meet the requirements outlined in the table below before this qualification can be awarded.

Learners must achieve the mandatory unit which forms part of the citizenship unit skills set, therefore the unit in Optional Group A is an option unit.

Learners must achieve at least one unit from each of the skills set – Citizenship, Personal Skills, Teamwork Skills.

Minimum number of credits that must be achieved	14
Number of mandatory credits that must be achieved	3
Number of optional credits that must be achieved	11

Unit	Unit Reference Number	Mandatory units	Level	Credit	Guided learning hours
1	J/504/5458	Developing Citizenship Through a Uniformed Youth Organisation	1	3	30

Unit	Unit Reference Number	Optional Group A – Citizenship	Level	Credit	Guided learning hours
3	D/503/2828	Working as a Volunteer	1	2	10

Learners must achieve at least one unit from the group below.

Unit	Unit Reference Number	Optional Group B – Personal Skills	Level	Credit	Guided learning hours
4	T/504/5505	Maintaining Health and Wellbeing in the Field	1	3	30
5	A/504/5506	Radio Communications	1	3	30
6	A/601/1091	Improving Personal Exercise and Fitness	1	4	32
7	F/504/5507	Navigating Using Topographic Maps	1	2	20
8	J/502/0463	Working Towards Goals	1	2	20
9	J/504/5508	Planning a Trip to a Visitor Attraction	1	4	30
10	M/502/4006	Welcome Visitors	1	2	20

Learners must achieve at least one unit from the group below.

Unit	Unit Reference Number	Optional Group C – Teamwork Skills	Level	Credit	Guided learning hours
11	L/504/5509	Planning and Participating in an Event	1	4	30
12	F/504/5510	Self-reliance in a Fieldcraft Environment	1	4	40
13	J/504/5511	Preparing for Expeditions	1	3	30
14	L/504/5512	Ceremonial Drill and Parade Training	1	3	30
15	R/502/0465	Working as Part of a Group	1	2	20

Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations in Youth Organisations

Learners working towards the youth organisation pathway will need to meet the requirements outlined in the table below before this qualification can be awarded.

Learners must achieve the mandatory unit which forms part of the citizenship unit skills set, therefore the unit in Optional Group A is an option unit.

Learners must achieve at least one unit from each of the skills set – Citizenship, Personal Skills, Teamwork Skills.

Minimum number of credits that must be achieved	14
Number of mandatory credits that must be achieved	3
Number of optional credits that must be achieved	11

Unit	Unit Reference Number	Mandatory units	Level	Credit	Guided learning hours
2	L/504/5459	Developing Citizenship Through a Youth Organisation	1	3	30

Unit	Unit Reference Number	Optional Group A – Citizenship	Level	Credit	Guided learning hours
3	D/503/2828	Working as a Volunteer	1	2	10

Learners must achieve at least one unit from the group below.

Unit	Unit Reference Number	Optional Group B – Personal Skills	Level	Credit	Guided learning hours
4	T/504/5505	Maintaining Health and Wellbeing in the Field	1	3	30
6	A/601/1091	Improving Personal Exercise and Fitness	1	4	32
7	F/504/5507	Navigating Using Topographic Maps	1	2	20
8	J/502/0463	Working towards Goals	1	2	20
9	J/504/5508	Planning a Trip to a Visitor Attraction	1	4	30
10	M/502/4006	Welcome Visitors	1	2	20

Learners must achieve at least one unit from the group below.

Unit	Unit Reference Number	Optional Group C – Teamwork Skills	Level	Credit	Guided learning hours
11	L/504/5509	Planning and Participating in an Event	1	4	30
12	F/504/5510	Self-reliance in a Fieldcraft Environment	1	4	40
13	J/504/5511	Preparing for Expeditions	1	3	30
15	R/502/0465	Working as Part of a Group	1	2	20

5 Assessment

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must provide sufficient evidence to demonstrate competence in all the learning outcomes. 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 (for example 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

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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and gain, 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 do not get 'automatic approval' for the BTEC Level 1 in Teamwork, Personal Skills and Citizenship in Youth Organisations.

Partnership centres must go through CVQO to offer this qualification.

Approvals agreement

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 use 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 be by:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- we will 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) 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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment.*

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.

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.

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 support the teaching of the unit, for example books, journals and websites.

Unit 1: Developing Citizenship Through a Uniformed Youth Organisation

Unit reference number: J/504/5458

Level: 1

Credit value: 3

Learning hours: 30

Unit aim

Learners will gain knowledge of how being a member of a uniformed youth organisation can promote personal skills to become an effective citizen in the community.

Introduction

This unit will introduce learners to uniformed youth organisations and how these organisations help an individual to develop as a citizen within the wider community. Learners will understand the importance of their uniform, basic drill and saluting. They will develop an understanding of how these activities develop citizenship and enable them to participate in their chosen uniformed youth organisation, develop personal skills and be good citizens by contributing to the life of their community.

Essential resources

Learners must be a member of a uniformed youth organisation to participate in this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the structure of a uniformed youth organisation	1.1	Describe the origins of a chosen uniformed youth organisation	□ *Uniformed youth organisations*: eg Army Cadet Force, Air Training Corps, Sea Cadet Corps, Royal Marine Cadets, Scouts, Guides, Combined Cadet Force, Police Cadets , St John Ambulance Cadets, Fire Cadets, Boys Brigade, Girls Brigade
		1.2	Describe the structure of a local uniformed youth organisation	□ *Structure*: history, origins and key development; key dates and events; organisation and structure
2	Be able to use uniform correctly	2.1	Describe the uniform for a chosen youth organisation	□ *Uniform appropriate to service organisation*: *eg* parade dress, training dress
		2.2	Demonstrate how to maintain a uniform appropriately for specific purposes	□ *Maintaining uniform correctly*: key elements and features of uniform; correct wearing and maintenance of uniform for specific purposes, eg field craft, adventure training, skill at arms, sailing, flying
3	Understand how wearing a uniform can contribute to self-esteem	3.1	Explain how wearing a uniform can contribute to the development of self-esteem	□ *Contribution of uniform to personal esteem*: self-esteem, pride, purpose, motivation
4	Be able to perform basic drill	4.1	Demonstrate the ability to undertake basic drill	□ *Performing basic drill*: purpose; correct method for performing drill and saluting; skills and attributes required for drill □ *Saluting*: Performing saluting; procedures required
		4.2	Demonstrate how to salute using procedures required by the chosen organisation	

Learning outcomes		Assessment criteria		Unit amplification
5	Know how a chosen local uniformed youth organisation contributes to the community	5.1	Describe how a local uniformed youth organisation has made a contribution to the community	☐ *Contribution to the community*: community; citizenship; responsibility; how to make a contribution to the community; awareness; role of the chosen youth organisation in the community; encouraging youth participation in activities
		5.2	Describe how membership of a uniformed youth organisation can contribute to the community	☐ *How membership can contribute to the community*: sense of belonging, pride, cohesion
6	Know how a uniformed youth organisation can contribute to personal citizenship development	6.1	Outline personal citizenship skills that are developed through a uniformed youth organisation membership	☐ *Personal citizenship skills*: showing concern for others, teamwork, discipline, personal organisation, self-reliance
		6.2	Give examples of how skills may enhance personal development	☐ *Skills*: employability skills, ability to work with others, personal responsibility, discipline skills, time management

Information for tutors

Delivery

It is likely that this unit will be the first unit of the programme. It is, therefore, important that the unit is practical and that it encourages learners to participate.

Tutors may wish to combine the delivery of learning outcomes 1, 5 and 6. For example, learners could find out the origin and structure of their own organisation by talking to past members, inviting speakers to the group or carrying out online research.

Tutors may find it valuable to combine learning outcomes 2, 3 and 4. Demonstrations and practical exercises would help to reinforce learning.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence.

Records of assessor observations must be available for verification purposes.

Indicative resource materials

Websites

http://armycadets.com/

www.mkbartlett.co.uk/

www.raf.mod.uk/aircadets/

www.sccheadquarters.com/Training

www.sea-cadets.org/

Unit 2: Developing Citizenship Through a Youth Organisation

Unit reference number: L/504/5459

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

Learners will gain knowledge of how being a member of a youth organisation can promote personal skills to become an effective citizen in the community.

Introduction

This unit will introduce learners to the various youth organisations in which they can be involved. Learners will develop an understanding of how these organisations can help an individual develop as a citizen in the wider community and how participating in youth organisations can make a positive contribution to their self esteem, develop personal skills and encourage citizenship by contributing to the life of their community.

Essential resources

Learners must be a member of a youth organisation to participate in this unit.

Learning outcomes, assessment criteria and unit amplification

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the role of youth organisations in citizenship development	1.1	Describe local youth organisations	☐ *Local youth organisations*: eg local football teams, youth clubs, faith groups, charities, neighbourhood groups, school clubs and societies
		1.2	Describe the role of a youth organisation in citizenship development	☐ *Role of youth organisation*: aim and purpose of youth organisation; importance of youth organisation; youth engagement, youth participation, promoting citizenship through working together, stronger community ties, promoting life skills
2	Understand how participation in a youth organisation can contribute to self-esteem	2.1	Explain how participation in a youth organisation contributes to the development of self-esteem	☐ *Contribution of participation to personal esteem*: builds self-esteem, pride, purpose, motivation, sense of belonging, developing new skills, involvement in group activities
3	Know how a youth organisation contributes to the community	3.1	Identify what a youth organisation contributes to the community	☐ *Community contribution*: providing opportunities for young people, reducing antisocial behaviour, creating harmony, safer neighbourhoods, community cohesion
		3.2	Identify how a youth organisation has made a contribution to the community	☐ *Contribution to community*: improvement to environment, eg cleaning parks or graffiti, raising awareness for a cause, supporting community goals, financial contributions, eg fundraising

Learning outcomes		Assessment criteria		Unit amplification
4	Know how a youth organisation can contribute to personal citizenship development	4.1	Outline the personal citizenship skills which are developed through youth organisation membership	☐ *Personal citizenship skills*: showing concern for others, teamwork, discipline, personal organisation, self-reliance
		4.2	Give examples of how citizenship skills enhance personal development	☐ *Skills*: eg teamwork skills, discipline skills, time-management skills, employability skills ☐ *Personal development*: eg confidence, personal responsibility, ability to work with others
5	Be able to demonstrate skills which contribute to community activities	5.1	Plan activities which contribute to a community	☐ *Activities*: eg distributing information on safety, raising awareness for charities or groups, improving/restoring neighbourhood facilities, eg cleaning local parks, helping at local events, organising sporting events/tournaments
		5.2	Identify own skills which contribute to community activities	☐ *Skills*: eg communication, teamwork, personal skills, punctuality, behavioural skills, problem solving, time management, personal organisation, discipline, self-reliance, teamwork, concern for others, planning, idea generation, making commitment
		5.3	Demonstrate skills whilst contributing in a community activity	☐ *Demonstrate skills contributing to community activities*: eg planning activities to raise funds for a cause, organisation skills to help at local events
6	Understand how participation in a youth organisation has effected personal citizenship	6.1	Explain how personal citizenship has been effected through participation in a youth organisation	☐ *Effects on personal citizenship*: increase in citizenship, more engaged in community, community values

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Learners need to identify different youth organisations and the role they play in developing citizenship in communities. They also need to understand how the organisation can benefit individuals for example by developing self-esteem, and the wider community through promoting citizenship. Representatives from different youth organisations could speak about their organisations and the role they play in the wider community.

Assessment

The emphasis is on assessment through recorded observation of learner performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills

- written and oral questioning

- portfolio-based evidence

- logbook recording.

Records of assessor observations must be available for verification purposes.

Indicative resource materials

Websites

http://nationalcitizenservice.direct.gov.uk/

www.nya.org.uk/

Unit 3: Working as a Volunteer

Unit reference number: D/503/2828

Level: 1

Credit value: 2

Guided learning hours: 10

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 that 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 at 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 that interests them.

Essential resources

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 give them time to gain the knowledge and experience needed to meet the learning outcomes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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	□ *Volunteering situations*: volunteering roles, eg charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, VSO
		1.2	Explain why the role of volunteers is important in different volunteering situations	□ *Roles of volunteers in situations*: back office functions, eg sorting and pricing goods for a charity shop; customer facing functions, eg serving in a charity shop or working on a stall during fundraising events; specialist roles, eg cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work □ *Importance of volunteers*: to provide expertise; to provide time; to provide extra help; to provide new ideas; to respond in an emergency
2	Be able to undertake voluntary work	2.1	Identify the skills required for different types of voluntary work	□ *Skills for voluntary work*: general skills, eg cheerfulness, empathy, reliability, punctuality; communication skills, eg verbal, written, team-working skills, receiving and giving instructions, confidentiality, being non-judgemental; specific skills or abilities needed for some types of voluntary work, eg driving, cooking, using a computer, being able to communicate using sign language, physical fitness

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Apply for voluntary work, adhering to application requirements	☐ *Apply to become a volunteer*: match skills and interests to voluntary work; different application methods, eg phone, email, letter, application form, visit
	2.3	Complete a voluntary work activity according to a given brief	☐ *Voluntary work*: suitable work which matches skills and interests, eg gardening for person who is disabled, helping at a youth club or Uniformed Youth Organisation, helping at an animal sanctuary, craft activity in a residential home for elderly people

Essential guidance for tutors

Delivery

The emphasis of this unit is to:

- make learners aware of the importance of voluntary work to all those involved; and

- develop an understanding of the range of skills required to take part.

Delivery methods could include learner-centred tasks such as group-work, research tasks and learner-led presentations to explore a wide a range of volunteering situations. Case studies could help learners understand the skills required by different volunteers.

Learners could answer questions on a worksheet identifying the skills needed by the volunteer. They 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. Learners can design posters to show the generic skills and specific skills required by volunteers.

Centres should be able to cover learning outcome 2 through practical activities that could include completing real or simulated application forms for volunteering work, writing application letters and role-play telephone conversations.

Learners must 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, timescale to complete the work and any supervision arrangements.

Assessment

Centres can use 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. Tutors may use one-to-one discussions to assess these criteria however; centres must record all responses 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. The supervisor of the voluntary work will verify the learner's work.

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

www.vinspired.com

www.voluntaryworker.co.uk

www.volunteering.org.uk

www.wfac.org.uk/?Information:Working_in_the_Voluntary_Sector#what

Unit 4: Maintaining Health and Wellbeing in the Field

Unit reference number: T/504/5505

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to assess the learner's ability to maintain their own health and wellbeing in the field.

Introduction

Learners will learn how to maintain personal wellbeing and maintain equipment needed to take part in living in the field. Learners will develop skills in how to erect shelters and cook food when living in the field.

They will understand how to provide support for others when working and living under field conditions.

Essential resources

Learners must have the opportunity to participate in activities in the field. Centres are responsible for the supervision, safety and wellbeing of the learner.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to maintain wellbeing when living in the field	1.1	Identify hazards to personal wellbeing when living in the field	☐ *Hazards*: weather, terrain, location, wild animals, fire
		1.2	Describe how to reduce risks to personal wellbeing when living in the field	☐ *Reducing risks*: obtaining weather forecasts, avoiding extreme conditions, choice of terrain appropriate to experience, considering factors when choosing a camp site, eg types of wild animals, precautions to safeguard people, food, equipment; safe use of naked flames in tents, safe use of stoves and refilling
		1.3	demonstrate how to manage waste safely and ethically whilst living in the field	☐ *Waste*: rubbish, human waste ☐ *Safe and ethical management of waste*: non-solid waste management, eg distance from habitation, footpaths and water sources; solid waste management, eg distance from habitation, footpaths and water sources; burying waste, depth to be buried, alternatives to burying waste where required
2	Be able to manage equipment when living in the field	2.1	Demonstrate how to pack essential equipment required for living in the field to make sure it remains dry and is not damaged	☐ *Manage*: selection and packing of essential equipment and clothing; maintaining, cleaning, repairing and repacking equipment
		2.2	Demonstrate how to manage equipment whilst living in the field	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to erect personal shelter when living in the field	3.1	Select a suitable small portable shelter for the field	□ *Selecting portable shelter*: types of portable shelter; suitability for the field; key requirements/specifications for shelter
		3.2	Select a suitable location for the shelter in the field	□ *Suitable locations*: surrounding environment, water, flat ground, trees
		3.3	Erect a small shelter suitable for living in, while in the field	□ *Erecting small shelter*: methods of erecting shelter; practical pitching skills
4	Be able to cook food when living in the field	4.1	Select appropriate food for a set period of living in the field	□ *Select appropriate food*: balanced diet, sufficiency, ability to cook chosen food
		4.2	Select appropriate safe cooking methods suitable for use in the field	□ *Select appropriate cooking methods*: eg stoves, types, correct use, safe use of fuel, open fires, safety issues for use in the field, safety matches
		4.3	Cook food in the field, whilst ensuring they and others remain healthy and safe	□ *Cook food*: eg opening packet, heating water to warm to warm food, methods of cooking food; personal hygiene: washing hands
5	Know how to support colleagues when living in the field	5.1	State ways to support colleagues when living in the field	□ *Support colleagues*: methods of supporting others; raising morale, eg through teamwork, encouraging others, showing concern for others
		5.2	Review personal effectiveness of supporting colleagues when living in the field	

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

Unit 5: Radio Communications

Unit reference number: A/504/5506

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit introduces learners to radio network operating procedures and the safe use of radio equipment. They will learn about the characteristics and effectiveness of types of radio equipment and procedures for the safe use of that equipment.

Introduction

Throughout the delivery of this unit, learners will have the opportunity to use a variety of different types of radio equipment to convey messages. They will learn different ways of communicating effectively including using the phonetic alphabet and following procedures. Learners may have the opportunity to use radio equipment in different environments, including outdoors.

Essential resources

Centres must give learners access to a minimum of a two-way radio communication equipment when delivering this unit.

Learners must be a member of a uniformed youth organisation to participate in this unit.

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 types of radio equipment	1.1	State the main functions of different types of radio equipment	□ *Types of radio equipment*: eg range of radio equipment; types; functions; radio frequency, eg: UHF, VHF, HF □ *Functions*: receive information, send information
		1.2	State the characteristics of radio equipment used within radio networks	□ *Characteristics*: power, weight, power supply type and duration in use
2	Know factors that affect radio equipment effectiveness	2.1	Outline how an antenna can enhance the range of radio transmissions	□ *Effectiveness of radio equipment*: limitations of VHF, HF and UHF; radio antenna types and their impact on radio transmissions
		2.2	Outline the limitations of radio frequencies	□ *Limitations*: range due to location of transmission and ground features
3	Be able to follow procedures for the safe use of radio	3.1	Describe the safe use of radio batteries	□ *Safe handling of batteries*: storage, charging and disposal
		3.2	Demonstrate safety procedures used when using portable radio equipment	□ *Safety procedures*: minimum safe distances, radiation hazards
		3.3	Identify health and safety issues associated with radio operations	□ *Possible health and safety risks when using radios*: radiation hazard (RadHaz) precautions

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to send a message on a radio network to convey a message	4.1	Identify the main features of a radio network	☐ *Radio network features*: security, accuracy, discipline, call-sign system
		4.2	Use the phonetic alphabet in a radio message	☐ *Phonetic alphabet*: spelling, numbers
		4.3	Carry out radio procedures to convey a message	☐ *Radio procedures*: use of correct voice procedure, accuracy, clarity

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

Unit 6: Improving Personal Exercise and Fitness

Unit reference number: A/601/1091

Level: 1

Credit value: 4

Guided learning hours: 32

Unit aim

This unit aims to improve learners' personal fitness levels. It also reviews the personal benefits of participating in fitness activities.

Unit introduction

The unit starts by introducing the learner to reasons for participating in exercise and fitness. Learners will participate in a range of fitness tests and will be able to measure their levels of fitness through them. Learners will then be able to plan a health-improvement programme.

Learners will have varying levels of fitness before undertaking the unit. 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.

Learners will review their results over a period of time and consider their progress.

Essential resources

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

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the considerations for taking part in exercise and fitness activities	1.1	Outline the main reasons for participating in exercise and fitness	□ *Benefits of participation in exercise and fitness*: eg improved body composition, decreased risk of diabetes and heart disease
		1.2	Identify venues/facilities for participating in exercise and fitness	□ *Research exercise and fitness venues*: eg local papers, internet searches, posters, visits to local health and exercise facilities
		1.3	Identify health and safety requirements of participation in exercise and fitness	□ *Health and safety requirements*: Physical Activity Readiness Questionnaire (PAR-Q), induction, correct clothing, correct technique, eg how to lift weights correctly, correct positions for stretching
		1.4	Identify the different components of physical fitness	□ *Components of physical fitness*: strength; muscular endurance; aerobic endurance; flexibility; speed; body composition
		1.5	Identify common fitness tests	□ *Common of fitness tests*: multi-stage fitness test; sit and reach test; grip test; 40 m sprint; Cooper 12-minute run; one minute of press-up test; one minute of sit-up test
				□ *Common uniformed public services fitness tests*: eg army, eg Army Physical Fitness Test (APFT); police, eg Police Fitness Test (PFT); navy, eg Royal Navy Fitness Test (RNFT)
				□ *Purpose of fitness test*: the component of fitness that each test measures, Body Mass Index

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to participate in exercise and fitness activities designed to improve personal fitness	2.1	Participate in personal fitness testing	☐ *Fitness testing*: participate in a range of fitness tests, eg multi-stage fitness test; sit and reach test; grip test; 40m sprint; Cooper 12-minute run; one minute of press-up test; one minute of sit-up test
		2.2	Record results from personal fitness testing	☐ *Fitness testing*: record results accurately, compare results to normative tables
		2.3	Actively participate in exercise and fitness activities to improve own fitness levels	☐ *Active participation*: appropriate dress for the activity, following instructions provided by the activity leader, following health and safety guidelines before, during and after activities, take part in planned sessions, perform to best of ability
		2.4	Identify the main components of a fitness session	☐ *Components of a fitness session*: warm up, main component, cool down
		2.5	Outline the main purpose for warming up and cooling down	☐ *Warm up*: structure of the warm up (mobility section, pulse raising section, stretching), reduce the risk of injury, prepare the body for exercise.
				☐ Cool down: structure (pulse lowering section, stretching), return the body to pre-exercise levels
3	Be able to reflect on participation in exercise and fitness activities	3.1	Review personal fitness testing results over time	☐ *Review*: participation in fitness tests; self-evaluation; feedback from tutor; comparison against original results
		3.2	Identify personal benefits and/or effectiveness of following a fitness programme	☐ *Personal benefits*: eg improved specific component(s) of fitness; reaching personal goals; positive changes in health, increased self-confidence, increased social benefits

Essential guidance for tutors

Delivery

This unit is practically based. Some theory can be included to start delivery with discussions on the benefits of participation in exercise and fitness, including a lower body fat composition and higher muscle mass. Reduced risks of chronic diseases should also be covered, including diabetes and coronary heart disease.

Learners can carry out research on the internet and use local newspapers to find out about different exercise and fitness venues. Class visits to local facilities can be included so that learners can see and, where possible, take part or use some of the vast range of exercise, fitness classes and equipment available.

When identifying the health and safety requirements, learners could go to an exercise and fitness venue and take part in the induction process to use the venue's gym. They will need to complete a PAR-Q and the instructor can discus the reasons why people need to complete this form including any other questionnaires the venue uses for their customers. This will help learners to understand the correct procedures for using exercise and fitness equipment as well as basic health and safety policies.

The components of physical fitness can be taught in a practical way with learners taking part in a circuit class with a station that exercises each of the components of fitness with an extended length of the station at the aerobic endurance (20 minutes or more). This will allow learners to experience each component of fitness for themselves. At the end of the circuit, learners can work out which station worked which component of fitness.

Learners can then take part in each of the common fitness tests over a number of lessons. They will need to know the method required for each test and how to record the data from each test. This can be carried out by learners working in pairs, where one of the pair helps to administer the test and record the results of their partner.

Learners can take part in a fitness session so that they experience the different components, usually the warm up followed by the main component, which consists of the training method used to train a specific component of fitness. This is then followed by the cool down.

The warm ups and cool downs for each activity session can be taught by the tutor or exercise instructor with each part discussed, the reasons given for each section and the activities that should be included in each one. Learners can then help to deliver the different sections of the warm up and cool down.

Learners need to know about the different methods of fitness training and should take part in each of the training methods listed. These can be adapted so that some of the training methods can be incorporated into an exercise class, for example flexibility training could be carried out in a yoga class, continuous training could take place in an aerobics or a fitness dance class etc. Learners will need to know the meaning of each type of fitness training method and the component of fitness that it trains. Learners will need to actively take part in regular fitness training methods so that they will improve their fitness levels in a specific component or components of fitness. These fitness training sessions could take place in lesson time or during non-contact time. It is important that learners take part in the activity sessions at an intensity to allow training to have a beneficial effect on their fitness levels. Fitness tests should be carried out again after a period of fitness training – usually a 6-week period or more should be sufficient to elicit a training response.

The results of subsequent fitness tests can then be compared to the first set of fitness test results so that, any improvements in fitness can be seen and personal fitness can be reviewed. The use of normative tables will help learners to determine which components of fitness require further improvements and which components of fitness are in line with expectations. To complete the unit, learners can use the data that they have obtained in the fitness tests and their knowledge of the benefits of regular exercise participation, to identify the health improvements that they may have achieved from taking part in the activity sessions.

Assessment

To meet the 1.1 assessment criterion learners need to be able to outline a range of benefits that people can gain from taking part in regular exercise and fitness. Physical health benefits should be included in the evidence.

For 1.2, learners need to be able to show that they know where they can go to take part in exercise and fitness, such as local facilities and venues or national chains can be included in the evidence presented.

For 1.3, learners need to know the main health and safety requirements people should be aware of when they take part in exercise and fitness, including a health screening questionnaire. Learners should know which clothing and footwear is appropriate for selected exercise activities and be able to perform the correct techniques for specific exercise activities, such as correct stretching positions or how to lift weights correctly.

For 1.4, each of the components of fitness listed in the unit amplification should be identified, together with an outline or example of what each component means.

For 1.5, fitness tests for each component of fitness need to be identified.

For 2.1 and 2.2, learners need to participate in a range of tests and the results need to be recorded.

For 2.3, learners need to have taken part in regular exercise and fitness activities that provide a training effect, and act to improve their fitness levels, one or more components of fitness can be targeted. The amount of training will vary depending on which component has been targeted. Learners are not expected to design a training programme, so guidance from the tutor will be required to ensure that they are taking part in sufficient bouts of exercise – around three times a week for most types of training methods will provide a training effect. A logbook and witness statement/observation record can be used to provide evidence that learners have met this assessment criterion.

For 2.4, the main components of a fitness session need to be identified, together with a brief outline of what is involved in each component.

For 2.5, learners need to be able to know what types of exercises should be carried out in a warm up and a cool down, the reasons why each type of exercise is important and how it prepares the body for exercise or returns it to pre-exercise conditions. This can be assessed practically with learners leading parts of the warm up and/or cool down in different exercise sessions, so that each component is covered at some stage in the assessment process, together with a verbal explanation of the purpose of the warm up and cool down.

For 3.1, learners will need to review their personal fitness. To do this they will need to take part in fitness tests after having taken part in regular exercise activities so that they can compare their results and determine if their exercise participation has improved their personal fitness. Use of normative tables and comparison of own scores should be included in the review so that learners are clear about their own levels of personal fitness in relation to benchmark data. They can also consider their performance in other sports or activities to help them to review their personal fitness levels and gain feedback from the tutor.

Essential resources

Access to the practical facilities, equipment required to administer and participate in fitness tests listed in the unit content is essential for this unit.

Indicative resource materials

Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010)
ISBN 9781846906220

Dalgleish J et al – *The Health & Fitness Handbook* (Longman, 2001)
ISBN 0582418798

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006)
ISBN 0736056149

Websites

www.dofe.org/en/content/cms/doing-your-dofe/activities-sections/physical/

www.sportscoachuk.org

www.topendsports.com

Unit 7: Navigating Using Topographic Maps

Unit reference number: F/504/5507

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to enable learners to become familiar with topographic maps and apply the concepts to practical situations when using map.

Unit introduction

In this unit, learners will be introduced to the basics of maps and using maps for navigation purposes.

Essential resources

Organisations offering this unit need access to the necessary resources such as topographic maps to deliver this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the purpose of topographic map	1.1	Identify the purpose of the topographic map	□ *Range of different types of maps*, eg sketch maps, topographic □ Purposes of the maps produced
2	Know how to care for a topographic map	2.1	Outline how to care for a topographic map	□ *Looking after topographic maps for various activities*: correct folding to minimise refolding in use; keeping the map weatherproof; map cases
3	Know the features of topographic maps	3.1	State the use of scale on a topographic map	□ *Scales*: eg representation of scales, graphic scale, words, representative fractions, map sheets
		3.2	Identify the conventional signs on a topographic map	□ *Conventional signs*: eg line symbols, buildings, trees and landscapes, water features, tourism, boundaries; use of the key to identify conventional signs
4	Be able to orientate a topographic map	4.1	Orientate the map with a compass	□ *Orientating a map*: purpose of orientating the map with features on the ground; method of orientating using a compass; method of using features on the ground to orientate the map
		4.2	Orientate the map without a compass	□ *Orientating a map*: purpose of orientating the map with features on the ground; method of orientating map without the use of a compass; method of using features on the ground to orientate the map
5	Be able to use figure grid references	5.1	Demonstrate the use of the grid referencing system to locate a point on a topographic map	□ *Grid referencing system*: the British grid system; giving and reading 4 and 6 figure grid references; eastings and northings

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to navigate using a topographic map	6.1	Identify features on the ground which aid navigation using a topographic map	☐ *Features*: paths; handrails, what a handrail is and what it is used for; identifying handrails from the topographic map; using the handrail as an aid to navigation
		6.2	Plan a route taking into consideration safety issues	☐ *Plan a route*: use a basic route card, start, from/to, distance, time allowed, rests Understand the relationship between time and distance, estimate timings to complete a route ☐ *Safety consideration*: possible hazards en route
		6.3	Calculate the distance between two points on a topographic map	☐ *Calculating distances*: eg grid lines, paper strips, measuring road distances, measuring path distances, judging distance by eye and confirming by map

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills

- written and oral questioning

- portfolio-based evidence

- logbook recording.

Records of assessor observations must be available for verification purposes.

Indicative resource material

Websites

http://gridreferencefinder.com/

www.nnas.org.uk/

www.ordnancesurvey.co.uk/oswebsite/education-and-research/teaching-resources/index.html

Unit 8: Working Towards Goals

Unit reference number: J/502/0463

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to help learners understand how to identify and work towards goals.

Unit introduction

This unit will help learners examine their strengths and weaknesses in relation to personal skills development. This is a practical unit designed to help learners identify realistic goals and work towards meeting at least one. Learners will explore and explain the benefits of achievement supported by a range of people to help them build on strengths and improve on weaknesses.

Learners' current areas of weakness will be self-evaluated, and assessed by peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and will engage in structured activities which will lead to the success of a short-term goal, within a specific timescale. This will promote their independence in personal and working life.

In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, learners will be encouraged to prepare an action plan, regularly review their activity progress and amend it where necessary.

Completing this unit will contribute to learners' overall personal development. It will foster skills necessary to become independent in decision making and encourage learners to take responsibility for planning, reviewing and achieve of short-term goals.

The first part of the unit concentrates on identifying goals, followed by setting and working towards goals. The second part of the unit looks into preparing an action plan. The final part of the unit is about reviewing progress towards set goals.

Essential resources

There are no specific resources required for this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to identify and explain their goals	1.1	Describe own strengths and what they need to improve	☐ *Strengths and weaknesses*: identifying personal skills and qualities gained from education, work experience and other life experiences eg computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, time management, organisation skills
		1.2	Identify at least one goal which is important for their development	☐ *Goals*: types of goal eg improving numeracy, literacy, IT skills, improving punctuality at school/college/work, grades, changing negative behaviour, developing specific communication skills and social skills, following a healthier lifestyle, creating a CV, preparing for placement, preparing for paid or volunteer work, identifying if goals are achievable and measurable
		1.3	Explain why achieving this goal is important	☐ *Importance of achieving goal*: different ways achieving a goal can be important eg improved life chances and opportunities, self-esteem, confidence, wider range of options in work, education and social life, improved health and wellbeing, improved earnings, build relationships, join new social groups
		1.4	Agree the goal with an appropriate person	☐ *Appropriate person to agree goal with*: appropriate person eg careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician

Learning outcomes		Assessment criteria		Unit amplification
2	Prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal	☐ *Activities*: types of activity eg attending training on offer by eg employer, job centre, college, school; joining healthy eating or lifestyle clubs eg diet group, self-help group, sports club or projects, attend study support; independent research eg building a CV, applying for paid or voluntary work; recording activities eg create an action plan with staff, keep a diary of events, peer and self-assessment, create a code of conduct and agree rights and responsibilities
		2.2	Identify timescales and deadlines for the achievement of the goal	☐ *Timescales and deadlines*: realistic and measurable goal; specific timescale for short-term goal; duration of activities
		2.3	Identify the resources needed to support them in achieving the goal	☐ *Resources*: people eg careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multi-media eg internet, library books, leaflets from health centres, local newspapers
3	Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan	☐ *Regularly review activities and outcomes*: reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork
		3.2	Regularly review the activities and outcomes with an appropriate person	
		3.3	Identify what has been achieved and what still needs to be done	
		3.4	Amend the action plan to reflect their progress.	

Information for tutors

Delivery

For learning outcome 1 learners could be encouraged to examine their strengths and weaknesses in personal skills. Tutors could provide a SWOT (strengths, weaknesses, opportunities, threats) analysis form and devise a checklist of skills and qualities which learners will complete in order to identify their own strengths and weaknesses.

Learners could reflect on their skills gaps and describe one area they believe would benefit their development. This could relate to school, college, work or personal life. Learners could use self, peer and tutor feedback, review paperwork, appraisal or supervision paperwork from workplace, if applicable, to support their description of areas which need development.

Once learners have identified areas for improvement they could be encouraged to set one realistic short-term goal and agree, with an appropriate person, a plan of working towards the achievement of the goal. Learners should be supported to identify the difference between long-term and short-term goals. This can be achieved by examining a range of case studies (real-life stories of achievement in the media). The tutor could give specific goals and ask the learners to produce a chart which outlines activities that are required in order to achieve the goal, for example hand out cards with a range of goals – for example, finding a job, creating a CV, planning a party.

Learners could be encouraged, after this, to compare peers' goals and identify activities that will be required in order to achieve their own goal. Learners could also be encouraged, through group discussion, to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The implied agreement must be defined by the tutor and learners should sign documentation to reflect agreement of their chosen short-term goal, with an appropriate person.

For learning outcome 2 learners could begin to create an action plan which outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify what steps are required to achieve their specific goal. The use of case studies and recall of personal experiences can be used as a prompt for learners to consider typical stages of goal development.

Learners must be guided in selecting appropriate individuals and/or specific resources that could support them to achieve their goal, for example a dietician, sports coach, relevant textbooks, leaflets and websites. A list of resources should be created by the tutor and given to learners so they can identify relevant sources of information to use independently.

Learners should be made aware of the importance of allocating deadlines and working within specific timescales. They could be encouraged to consider the consequences of failing to meet deadlines through the use of case studies. Learners must estimate timescales for the achievement of their chosen goal and their action plan should reflect this. At this stage learners should be encouraged to start recording diary entries in order to view progress which links with learning outcome 3.

For learning outcome 3 learners could follow the activities outlined in their action plan and amend appropriately wherever necessary. Monitoring of the learners' progress will be necessary (tutors should identify at least two review dates with learners in order to assess progress). Tutors should encourage learners to reflect on their action plan, diary entries, checklist results and discussion with peers, tutors and other support, in order to identify what has been achieved.

Assessment

To meet the requirements of assessment criteria 1.1 and 1.4 learners could complete a checklist showing ranges 1-5 (1 being weak, 5 being strong) of their personal and social skills, alongside a statement of their opinion on what areas need improvement, outlining the benefits of developing specific weaknesses. Learners could use tutor review paperwork, appraisal/supervision paperwork from workplace, if applicable, as supporting evidence.

To meet 1.2 evidence of a discussion with the tutor outlining learners' chosen short-term goals could be produced. To achieve 1.4 documentation which reflects an implied agreement of short-term goal between the learner and tutor will be sufficient (documented evidence could include an informal contract or witness statement).

To meet the requirements of assessment criteria 2.1, 2.2 and 2.3 learners could complete an action plan which lists activities they will undertake in order to achieve their goal, identifies sources of support they will be using and outlines proposed completion dates for each activity.

In order to meet 3.1 learners could produce appropriate evidence which supports their action plan, so as to ascertain the activities that have been undertaken. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork.

To achieve criteria 3.2 and 3.3 documented evidence of learners taking part in regular reviews with their tutor will be sufficient. To achieve criterion 3.4 an action plan, showing amendments made by the learner or appropriate others, should be produced.

Unit 9: Planning a Trip to a Visitor Attraction

Unit reference number: J/504/5508

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit, learners will develop their knowledge of visitor attractions. They will also develop work-related skills by planning and costing a day trip to a visitor attraction, and presenting details of the trip to the customer.

Unit introduction

In this unit, learners will develop the skills needed to plan a day trip.

Learners will need to research which attractions would be appropriate for particular visitors and will produce an itinerary for a planned visit, including transport and a schedule. They will also cost the visit. Learners will be able to develop their planning skills when putting together a schedule for the trip, and will develop their numerical skills when costing the trip.

Once the itinerary has been completed, learners will practise their communication skills by presenting the information. It can be presented in different ways, for example in writing, by email, on the telephone or face to face.

Essential resources

Learners will need access to visitor attraction leaflets and guides, and visitor attraction websites.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the suitability of visitor attractions for a given visitor	1.1	Select the most suitable attraction for a given visitor giving reasons for your selection	□ *Suitability*: any given constraints, eg distance, journey time, opening times, cost, eg transport, entrance fee, number of visitors, indoor environment, outdoor environment, activities and facilities available, any special requirements □ *Visitor profile*: visitor type, eg elderly, school/college groups, tourists, families; reason for visit, eg fun, educational, cultural
2	Be able to plan and cost an itinerary for a day trip to a visitor attraction	2.1	Plan an itinerary schedule for a day trip	□ *Itinerary*: date; departure point; arrival point; times; transport; activities to be completed, eg guided tour, presentation, walks, rides, eating, free time; schedule to be followed; meal arrangements; constraints, eg distance, budget, date, number of people, departure and arrival point, any special requirements
		2.2	Calculate the cost of the trip using whole numbers	□ *Costs*: individual components, eg transport, entry fee, group discount, total, deposit needed, balance required and by when; calculations, eg addition, subtraction, multiplication
		2.3	Record the cost of the trip accurately	□ *Recording results*: clearly and accurately, cost-recording sheet
3	Be able to present the itinerary	3.1	Present information about the itinerary demonstrating communication skills for a given customer	□ *Format*: types of format, eg slide presentation, written document, giving information over the telephone □ *Information to be included*: date; departure point; destination; transport; timings; scheduled activities; meal arrangements; cost per person □ *Communication skills*: clear; effective; appropriate for customer; accurate grammar, accurate spelling and punctuation (if written)

Information for tutors

Delivery

Learners should carry out as much practical-based learning as possible. A wide range of delivery methods can be used, including tutorials, presentations, videos, worksheets and research using the internet.

For learning outcome 1, learners need to access information about different visitor attractions. This could be completed by researching on the internet, collecting leaflets and by visiting the attraction or interviewing people who have visited. To save time and to generate ideas, the tutor could give learners leaflets or information about a number of visitor attractions. Learners will need to decide which attractions are most suitable for given visitor types and the use of case studies and/or role-play exercises, giving different scenarios might be useful in preparation for assessment.

For learning outcome 2, learners should be issued with example itineraries and be allowed time to practise producing different itineraries and understand the different parts of an itinerary. Learners should be able to build confidence in completing a range of itineraries for given scenarios. They could word process their itineraries to help them develop their IT skills. This will also enable them make changes to their itineraries as they go along.

Time should be allocated for the costing aspect and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or another type of written format. Learners will be able to understand and use addition, subtraction and multiplication and complete the calculations using whole numbers. Ideally, this should be up to £100 to meet the requirements of Entry 3 Functional Skills in Mathematics. Although some costs are available on the internet, tutors may need to supply certain costs, for example if coach hire is involved.

For learning outcome 3, learners should present information on an itinerary for a day trip to a tourist attraction for a given customer. Learners could look at examples of itineraries from brochures or websites. Learners could choose to present the itinerary for the visit as a slide presentation or as a written document – both methods of presenting the information require learners to communicate clearly and they may need some practice. For example, learners should be given practice time to rehearse the presentation or role-play exercises could be used to allow learners to practise giving the information over the telephone.

Assessment

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for a given visitor type. This could be based on pen portraits of different types of visitors provided by the tutor. At least two visitor types should be provided, for example a school group and an elderly couple. Learners must choose the most suitable visitor attraction for each visitor type from a selection of visitor attractions provided by the tutor. They should indicate why the selected attraction is suitable for the given visitor type. Evidence can be in any suitable format including role play, posters, a presentation, a written proforma or question and answer sessions carried out with the tutor. Observation records must be completed to support any verbal evidence.

For assessment criteria 2.1, 2.2 and 2.3, learners need to be able to plan an itinerary showing details and costing, taking into account any constraints. This can be a hypothetical visit, for example based on one of the pen portraits provided by the tutor, with individual costs also provided by the tutor or it could be based on a real visit and real costs. Having completed practice examples and developed, confidence learners will be able to plan an itinerary schedule for 2.1, cost the itinerary for 2.2, and record the costs for 2.3. Learners could be provided with proformas for this purpose to include the date, departure point, destination, type of transport, activities, meal arrangements and schedule with times. The costing exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulae or presented in other written formats.

For 3.1, learners must be able to present the information from an itinerary – learners could present this using verbal or written methods of communication, either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness statements or observation records which will need to be retained for verification purposes. Alternatively, learners can set the itinerary out in writing, for example in a letter or an email to a 'customer'.

Indicative resource material

Textbook

Laing F and Roberts I – *BTEC Introduction to Hospitality, Travel & Tourism* (Heinemann, 2005) ISBN 9780435446314

Websites

www.alva.org.uk

www.tourist-information-uk.com

www.uk.visitor-attractions.com

www.ukattraction.com

www.uktouristattractions.co.uk www.britainsfinest.co.uk/attractions

www.visitbritain.com

Unit 10: Welcome Visitors

Unit reference number: M/502/4006

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to develop learners' knowledge, skills and understanding of how to welcome visitors in a warm and inviting way, whilst providing them with the necessary information about the venue.

Unit introduction

Youth organisations will often invite visitors to attend their meetings. The visitor will want to feel welcomed and have relevant information about the venue, including health and safety details. Learners completing this unit will find out how to communicate effectively with visitors and understand why it is important to provide a good impression.

They will find out why it is important to follow organisational procedures, such as asking questions to find out the purpose of the visit, to follow the venue's security procedures and carry out procedures such as signing in. Learners also need to make sure that visitors feel welcome during any period of waiting.

Learners need to present a good impression of their organisation. They will learn how their own verbal and body language can influence this.

Essential resources

There are no essential resources required for this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to welcome visitors in a positive way	1.1	welcome visitors and establish the purpose for their visit	☐ *Welcome visitors*: types of visitors, eg members of the public, primary carers, other members of the organisation; new members, greeting visitors, eg manner, smile, politeness; establishing purpose of visit
				☐ Purpose of visit: different types of visit, eg to provide information, demonstrate skills; to request information
		1.2	follow organisational procedures for receiving visitors	☐ *Organisational procedures*: security procedures, eg signing in, visitor badges, health and safety, evacuation procedures; contacting appropriate person in organisation; giving directions if appropriate
		1.3	answer routine questions	☐ *Routine questions*: types of routine question that may be asked, eg where facilities are; whether someone in the organisation is available; how long the visitor will need to wait; the need for polite, clear and accurate responses; contacting someone else when unsure of answer
		1.4	make visitors feel welcome during any period of waiting	☐ *Waiting*: directing visitors to where they can wait, eg a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors eg offering tea/coffee
		1.5	use appropriate tone and language, including body language, when dealing with visitors	☐ *Tone and language*: clarity of speech, politeness; friendly tone; body language, eg use of eye contact

Learning outcomes		Assessment criteria		Unit amplification
2	Know why it is important to an organisation that visitors are made welcome	2.1	state how treating visitors politely and in a positive way benefits the organisation	☐ *Benefits*: members of public or clients receive positive impression of organisation; may lead to, eg positive appointment or meeting

Information for tutors

Delivery

This is a practical unit. Learners will need to be able to develop and practise the skills needed to welcome visitors, such as establishing the purpose of the visit and contacting the relevant person.

Learners could find out who visits the organisation by observing more experienced members of the youth organisation. They could work in small groups to research the types of information different visitors are likely to need from the venue. The findings could be presented to the whole group for discussion.

Visits to different organisations can take place for learners to see how people in work deal with customers. While politeness is always needed, reception in an office will have different types of customers for example, offices, builders' merchants. A warehouse, for example, would have a lot of visiting salespeople. Discussion should take place back at the centre of what has been observed before any role-play exercises take place. Videos of learners practising role play would help point out good and bad practice. Learners also need to be made aware of differing organisational procedures.

Learners could role play greeting visitors to practise the required communication skills. Learners could work in pairs to role play different types of visitor and the receptionist. It is important that learners understand that the receptionist represents the public face of the organisation and must always present a positive image to visitors, as well as to staff in the organisation.

Assessment

Most of the assessment criteria for learning outcome 1 could be evidenced through role-play scenarios, with evidence taking the form of witness statements or observation reports completed and signed by the tutor.

To achieve assessment criterion 1.1, learners must demonstrate welcoming a visitor in an appropriate manner and asking simple questions to establish the purpose of the visit.

To achieve 1.2, learners must demonstrate that they can follow at least two types of organisational procedure when welcoming visitors, for example contacting the correct person in the organisation and ensuring that visitors sign the visitor book.

To achieve 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve 1.4, learners need to make sure that the visitor feels welcome during a period of waiting, such as offering a place to sit or tea, coffee.

To achieve 1.5, learners must be observed using appropriate tone, language and body language while dealing with the visitor.

Criterion 2.1 can be achieved through group discussions or through a one-to-one discussion or question and answer session with the tutor. Alternatively, it could be evidenced through a written statement. Learners should give at least one benefit for the organisation of treating visitors positively and politely.

Indicative resource materials

Ashley V and Ashley S – *Student Handbook Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092027

Websites

www.cfa.uk.com

www.hse.gov.uk

Unit 11: Planning and Participating in an Event

Unit reference number: L/504/5509

Level: 1

Credit value: 4

Guided learning hours: 30

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.

Unit introduction

In this unit, learners will investigate different aspects of planning events before planning 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 could be a charity or fundraising event, a trip, an end-of-term dance or a sporting event.

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

Throughout the 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 any problems that arise and suggest how to respond to them.

Essential resources

There are no essential resources for this unit, although learners may need guidance in finding out about and booking a suitable venue.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan for an event as a team member	1.1	Contribute to the planning of a chosen event by undertaking a key role in a team	□ *Planning process*: aims of the event, eg to raise money, celebration, educational; type of event; size of event, eg minimum and maximum numbers; location; target audience; date and timings; available resources, eg other team members, equipment; budget, eg costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety considerations
				□ *Events*: type of event, eg charity or fundraising event, visit or day out, meal, dance, sporting event
				□ *Team member*: eg respecting others, cooperating with and supporting others, negotiating/persuading, contributing to discussions, awareness of interdependence on others
		1.2	Produce a plan for the event	□ *Plan*: type of event; aims; resources and budget available; date; times; location; to meet customer requirements; roles and responsibilities; how the event will be reviewed
		1.3	Identify potential risks and problems	□ *Risks and problems*: types of risk, eg weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking
2	Be able to participate in the organisation of an event	2.1	Participate in the organisation of a chosen event	□ *Participation*: roles and responsibilities; team work; communication, eg discussing activities with colleagues, tutor; health and safety, eg safe use of equipment, setting up to minimise hazards; timekeeping, eg attendance; punctuality; setting up and taking down within agreed timeline; promotion of event, eg posters, financial, eg selling tickets, collecting money, paying in money; recording participation, eg logbook

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 by undertaking a key role in the team	□ *Setting up*: signs; rooms, eg furniture; equipment, eg for stalls, displays; being aware of health and safety; dealing with problems, eg equipment not available or not working; allowing enough time to set up □ *During event*: eg welcoming customers, listening to customers, responding to questions, ensuring customers complete feedback sheets, front of house, event management □ *Clearing event*: eg disposing of waste, removing signs, clearing room, clearing equipment safely
4	Be able to review the success of the event	4.1	Review the event using feedback received	□ *Review*: sources of feedback, eg customer feedback sheets, other team members, tutor
		4.2	Outline the success of the event against the original plan	□ *Success*: against original plan

Essential guidance for tutors

Delivery

To achieve this unit, learners must be given the opportunity of planning, organising and running 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 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 the planning of 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, records of discussions and agreement of roles and responsibilities need to be identified.

Tutors could encourage learners to investigate the planning of local events, for example 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 events may help learners 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 help their own event planning and the running of their event.

For this unit, the event should be regarded as a one-off that requires planning. Examples of events are charity or fundraising and sporting events. To meet the learning outcomes, the tutor must provide a client brief for 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 the individual responsibilities identified in the planning process. Risk assessments should be completed by the tutor but shared with learners for compliance. Communication is vital in the event planning process and each learner is expected to complete a log of the stages involved in the process.

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.

Assessment

To meet assessment criteria 1.1 and 1.2, learners can 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, date, time and location 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. A pro forma could be provided to record the details of the plan for 1.2.

To meet 2.1, learners must show evidence of their participation in the organisation of their event. This can be evidenced by means of an observation record 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 learners on possible risk, problems and record answers on the observation record.

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, witness statements and observation records showing that learners have been involved at all stages of the event during setting up, during the event and during taking down and clearing away.

For 4.1, learners must decide how they are going to review and evaluate their event and its success. 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 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.

Indicative resource materials

Textbook

Shone A and Parry B – *Successful Event Management, 2nd Edition* (Thompson Learning, 2004) ISBN 9781844800766

Journal

Event Magazine (Haymarket Publications)

Websites

The following websites give details of organisations that give support in organising professional events and may provide some ideas.

www.event-management-uk.co.uk

www.eventsgroup.co.uk

www.worldofdifference.vodafone.co.uk/news/archives/250

The following websites give ideas for team building:

www.businessballs.com

www.wildardom.com/games/InitiativeGames.html

Unit 12: Self-reliance in a Fieldcraft Environment

Unit reference number: F/504/5510

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is for learners to develop basic fieldcraft skills.

Unit introduction

In this unit, learners will develop basic fieldcraft skills and understand what fieldcraft is and why it is important.

Learners will learn to move in the field, demonstrating the procedures used at night and in daylight in a simulated environment working in groups.

Learners will develop the skills required of a sentry and learn how to survive in the field.

Essential resources

Organisations offering this unit need access to the necessary resources required to deliver this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the importance of fieldcraft when working in the field	1.1	Describe what is fieldcraft	□ *Fieldcraft*: definition of fieldcraft, technique involved in the field while remaining undetected; use of fieldcraft; importance of fieldcraft
		1.2	Describe the importance of using fieldcraft	
2	Be able to move in the field using fieldcraft techniques at daytime	2.1	demonstrate fieldcraft techniques during the day to move without being seen	□ *Fieldcraft techniques*: eg camouflage, concealment □ *Moving in the field at day time*: movement and observation skills; remaining unseen; crossing natural obstacles; health and safety precautions in day
		2.2	Demonstrate how to cross natural obstacles whilst using fieldcraft techniques at daytime	
3	Be able to move in the field using fieldcraft techniques at night time	3.1	Demonstrate night-time fieldcraft techniques to move without being seen	□ *Moving in the field at night time*: movement and observation skills; remaining unseen; crossing natural obstacles; sounds at night; health and safety precautions at night
		3.2	Demonstrate how to cross natural obstacles whilst using fieldcraft techniques at night	
4	Be able to perform the duties of a sentry	4.1	Carry out the duties of a sentry correctly making sure the area is kept safe	□ *Duties of sentry*: to be alert; understanding orders; areas of responsibility □ *Guidelines*: three principles of sentry; correct positioning of a section, location of alarm posts, posting of sentries □ *Challenge*: be able to make the appropriate challenge □ *Report*: report any incidents, appropriate escalation of incidents
		4.2	Follow guidelines accurately to challenge and report	

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis upon personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills

- written and oral questioning

- portfolio-based evidence

- logbook recording.

Records of assessor observations must be available for verification purposes.

Unit 13: Preparing for Expeditions

Unit reference number: J/504/5511

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to develop the basic knowledge required to plan and prepare for an expedition.

Unit Introduction

In this unit, learners will learn the features of siting a camp, the safety considerations needed when siting a camp and how to respond in emergency situations.

Essential resources

Organisations offering this unit need access to the necessary resources required to deliver this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to prepare for an expedition	1.1	Identify the key factors to consider when planning an expedition	□ *Preparing for expedition*: factors to consider, eg weather, location, duration; route cards; expedition equipment, eg personal, group, care of equipment, packing; clothing and footwear; safety considerations
		1.2	Outline the use of a route card	
		1.3	Select expedition equipment	
2	Be able to site a camp	2.1	Outline the essential features of siting a camp	□ *Features of siting a camp*: campcraft, siting camp, pitching camp, striking camp; location
		2.2	Identify the safety considerations when siting a camp	□ *Safety considerations*: safety when cooking, waste management, soiled ground, wild animals
3	Know how to respond to an emergency during an expedition	3.1	List potential emergency situations in an expeditions	□ *Emergency situations*: injuries; minor, major, evacuation
		3.2	Respond appropriately to a given emergency situation which can occur during an expedition	□ *Appropriate responses*: immediate response, eg reassure casualty, assess situation, seek help from qualified person; calling emergency services, methods of attracting attention, communication skills, eg transferring clear information on location, number of casualties, what has happened, state of casualty, casualty age and gender; listening to instructions; record incident following relevant procedures

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

Unit 14: Ceremonial Drill and Parade Training

Unit reference number: L/504/5512

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit aims to teach learners about the purpose of squad and ceremonial drill.

Unit introduction

This unit introduces learners to squad and ceremonial duties. Learners learn about the reasons for drill, they then demonstrate performance of squad, drill and ceremonial duties.

Essential resources

Learners must be a member of a uniformed youth organisation to participate in this unit.

Organisations offering this unit need access to the necessary resources required to deliver this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the reasons for drill	1.1	State how drill develops personal skills	☐ *Reasons for drill*: parade training – falling in/out in single, two and three ranks, standing to attention, standing at ease and easy, dressing, left, right and about turn at the halt, on and off berets and caps
		1.2	Identify the words of commands	
		1.3	Outline how drill enables formations to move	
2	Be able to perform foot drill	2.1	Demonstrate how to perform foot drill accurately	☐ *Foot drill*: correct performance of squad drill; smartness; saluting; when and why compliments are paid, understanding words of command and acting on them
3	Be able to demonstrate ceremonial drill	3.1	Carry out ceremonial drill accurately	☐ *Ceremonial drill*: correct performance of drill; turnout and bearing, self-confidence; self-discipline
		3.2	Demonstrate safety drills correctly	☐ *Safety drills*: correct procedures followed; safety rules followed when marching in a formed body
4	Be able to perform unit ceremonies	4.1	Outline the importance of unit ceremonies	☐ *Importance of unit ceremonies*: enrolment, identity, team cohesion, participation in historic and community events
		4.2	Demonstrate unit ceremony on a parade	

Information for tutors

Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills

- written and oral questioning

- portfolio-based evidence

- logbook recording.

Records of assessor observations must be available for verification purposes.

Unit 15: Working as Part of a Group

Unit reference number: R/502/0465

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to help learners develop skills to become active contributors when working with others on group activities and to be able to review their own progress and skills development.

Unit introduction

This unit will help learners to develop the skills required for working in a group through involvement in a group work task. This includes being able to review the progress of the group and their own progress and skills development and to suggest ways they could improve. Learners will gain skills that help to develop positive attitudes and are therefore very valuable in learning and employment.

In this unit, learners will review their achievements as individuals and as a group and make suggestions for ways they could improve their group-work skills in a stress-free situation, providing opportunities for increased motivation and enhanced self-esteem.

The unit begins with learners establishing the ground rules needed for group-work. There will be the opportunity for learners to take part in planning the group-work task and the individual activities needed to complete the group task.

Learners then participate in a group task where they will be able to demonstrate that they are able to work with others in a positive way to carry out individual tasks and achieve the aims of the group task. This includes making suggestions appropriately, dealing with instructions, dealing with feedback, supporting others and requesting support from others, when needed.

Learners then appraise the progress made by the group and their own contribution. They review aspects of the task that went well and those that were less successful. Finally, they propose ways they could improve their skills in working with others.

Essential resources

There are no essential resources required for this unit.

Learning outcomes and assessment criteria

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. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to contribute to working as part of a group in appropriate ways	1.1	Suggest appropriate ground rules for working with others	☐ *Establishing ground rules for working as part of a group*: clear goals eg ensuring everyone is listened to, respect others opinions and views, democratic decisions, sharing understanding of expected behaviour and attitudes, sharing tasks fairly, recognising individual strengths, taking ownership
		1.2	Contribute to the planning of group and individual activities	☐ *Recognising skills and strengths to plan activities*: organising skills eg encouraging contributions from everyone, motivating others, punctuality, reliability, creativity, helping others, accepting help from others, accepting constructive criticism; practical skills eg computer literacy, honesty and openness, flexibility, maintaining confidentiality; individual activities, eg researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings
2	Demonstrate how to work as an effective group member	2.1	Work with others in a positive way to carry out individual and group activities	☐ *Respect others contribution*: listening to ideas of other group members without interrupting; agreeing group decisions; following decisions of group
		2.2	Make suggestions appropriately	☐ *Contribute to group decisions*: offering own ideas eg suggesting solutions to problems faced by group, suggesting a better way of doing something, offering practical skills
		2.3	Deal with instructions appropriately	☐ *Complete own task*: following instructions for task eg completing agreed task on time, completing task to satisfactory standard

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Deal with feedback appropriately	☐ *Respond to feedback from others*: accepting feedback positively eg listening carefully, asking for clarification, asking for suggestions of ways to improve
		2.5	Support others and ask for support when required	☐ *Support other group members*: asking other group members if they need help eg showing group members how to do something, helping group members to complete their task, completing task for absent group member
				☐ *Ask for support from others*: asking for help eg when instructions need explaining, when clarification needed, to complete aspects of task
3	Review the group's progress and their contribution to it	3.1	Review the progress the group has made in working together	☐ *Group progress in working together*: group progress eg all members contributed, individual strengths recognised, communication skills developed, learnt to trust one another
		3.2	Describe how they contributed to the work of the group	☐ *Individual contribution to group task*: individual contribution eg contributed ideas to planning, asked advice from another group member, helped another group member to complete their task
		3.3	Describe what went well and what went less well	☐ *Successful aspects of group task*: successful aspects eg all aspects of task completed, timeframe met, group task met aim, completed to a good standard
				☐ *Less successful aspects of group task*: less successful aspects eg some group members were absent, some individuals did not follow agreed instructions
		3.4	Suggest how they could improve their skills in working with others.	☐ *Improving own skills in working with others*: improving own skills eg learning about responding positively to feedback

Information for tutors

Delivery

The emphasis in this unit is to hep learners develop skills for working as an effective member of a group through involvement in a practical group-work task.

To establish appropriate ground rules for group working, learners could work in small groups to analyse case studies of different group-work tasks, some that were more successful than others were. A question and answer session could determine the reasons for the success in the group-work, for example, some people did not complete their tasks, and some group members did not follow the group agreements. From this, key points could be collated on a board or flipchart.

Learners could produce posters of group-working ground rules to display in for reference throughout the unit.

Identification of the group-work task, the group members and the individual activities is required at this stage of the unit. Learners could be involved in selecting the group task. Teams could be around four to seven people. In groups, learners could discuss possibilities for appropriate tasks and report back to the whole class.

Learners could develop a discussion to decide which group-work tasks are manageable, achievable and match the skills and interests of the group members in 'what if' scenarios.

The groups could work together to produce a clear plan to include all tasks involved in the group work, the roles and responsibilities of all individuals and timescales. The tutor will need to use prompts to help the group to develop this plan to ensure all activities and roles for each group member have been included. A mind map or a colour-coded flow chart could act as an aide memoire during completion of the group-work task.

For learning outcome 2, learners need to implement the agreed group-work task. Learners could work in groups to devise a checklist to log the group-work skills they demonstrate during the task.

Learners should be encouraged to review their own performance in the group-work task for learning outcome 3 using evidence from their checklist. This needs to include:

- the effectiveness of their individual group-work skills; and
- how their individual contribution affected the success of the overall group-work task.

Ways for learners to develop their group-working skills could be explored through tutorials or small group discussions.

Assessment

For assessment criterion 1.1, learners will need to list at least two ground rules required for working with others. This may be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For assessment criterion 1.2, learners will need to play a part in the planning or the whole group-work task and the allocation of individual activities. This may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed; this may be through witness statements, peer group assessment or by the tutor. To meet the requirements for 1.2, documentation will need to be retained for internal and external verification.

The evidence required for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 may be provided by a checklist completed by learners during the task. The checklist may take a variety of formats and will need to be verified by the tutor. Alternative methods of evidencing may be used, for example an observation or video recording.

For assessment criterion 3.1, learners need to assess how well the group worked together during planning and completing the group-work task. Learners may use the checklist completed during the task to review their own group-working skills for 3.2 and 3.3.

For 3.1 learners need to give brief detail about how they contributed to the work of the group.

For 3.3, learners need to give brief detail about one aspect of their group-work task which went well and one aspect which was less successful.

For 3.4 learners will need to give brief details of more than one way to develop their skills in working with others. This could be explored through one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

13 Further information and useful publications

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- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: 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

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