

**Pearson  
BTEC Level 1 Award in  
Teamwork and Personal Skills for  
Uniformed Youth Organisations**

**Pearson  
BTEC Level 1 Certificate in  
Teamwork and Personal Skills for  
Uniformed Youth Organisations**

**Specification**

BTEC Specialist qualification

First teaching April 2017

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

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# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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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.

BTEC Specialist qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

## Sizes of BTEC Specialist qualifications

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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 employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Teamwork and Personal Skills for Uniformed Youth Organisations
Qualification Number (QN)	603/1292/0
Regulation start date	30/03/2017
Operational start date	01/04/2017
Approved age ranges	14–16 16–18 19+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total qualification time (TQT)	50 hours
Guided learning hours (GLH)	29
Credit value	5
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).  Learners must be actively participating in a uniformed youth organisation to take the uniformed youth organisation pathway.  Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.



Qualification title	Pearson BTEC Level 1 Certificate in Teamwork and Personal Skills for Uniformed Youth Organisations
Qualification Number (QN)	603/1291/9
Regulation start date	30/03/2017
Operational start date	01/04/2017
Approved age ranges	14–16 16–18 19+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total qualification time (TQT)	124 hours
Guided learning hours (GLH)	81
Credit value	14
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).  Learners must be actively participating in a uniformed youth organisation to take the uniformed youth organisation pathway.  Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification purpose

### Qualifications objectives

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The Pearson BTEC Level 1 qualifications in Teamwork and Personal Skills for Uniformed Youth Organisations are for learners who want to develop teamwork and personal skills through participation in uniformed youth organisations such as Cadet organisations, Boys/Girls Brigade, Scouts and Guides.

These qualifications give learners the opportunity to:

- develop teamwork and personal skills, as well as encouraging involvement in their local community through participation in uniformed youth organisations
- develop knowledge, understanding and skills that support their personal growth and employability
- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and working life
- achieve a national-recognised Level 1 qualification that externally recognises the uniformed youth organisation experience
- develop their own personal growth and engagement in learning
- access programmes of study that enable progression to higher-level qualifications.

The Award gives learners the opportunity to achieve a qualification in key areas of teamwork and personal skills. The Certificate gives learners, who are able to engage with a larger programme of learning, the opportunity to achieve a qualification with greater breadth.

### Relationship with previous qualifications

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These qualifications replace the Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations. Information on how the new and old units relate to each other is given in *Annexe B*.

## **Progression opportunities**

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Learners who have achieved the Pearson BTEC Level 1 qualifications in Teamwork and Personal Skills for Uniformed Youth Organisations will have developed a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and in working life. Learners may progress into or within employment and/or continue their study in the vocational areas such as qualifications for uniformed and non-uniformed in the public services.

Learners who achieve the BTEC Level 1 award in Teamwork and Personal Skills for Uniformed Youth Organisations can progress to the BTEC Level 1 Certificate in Teamwork and Personal Skills for Uniformed Youth Organisations.

Learners who achieve the BTEC Level 1 Certificate in Teamwork and Personal Skills for Uniformed Youth Organisations can progress to the BTEC Level 2 qualifications such as the Level 2 Certificate/Extended Certificate/Diploma in Teamwork and Personal Development in the Community.

## **Industry support and recognition**

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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](http://www.cvqo.org)



## 4 Qualification structures

### Pearson BTEC Level 1 Award in Teamwork and Personal Skills for Uniformed Youth Organisations

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

Minimum number of credits that must be achieved	5
Number of mandatory credits that must be achieved	3
Number of optional credits that must be achieved	2

Unit number	Mandatory unit	Level	Credit	Guided learning hours
1	Developing Citizenship through a Uniformed Youth Organisation	1	3	18
Unit number	Optional units	Level	Credit	Guided learning hours
2	Planning and Participating in an Event	1	4	28
3	Self-reliance in a Fieldcraft Environment	1	4	26
4	Preparing for Expeditions	1	3	20
5	Ceremonial Drill and Parade Training	1	3	28
6	Exploring Music Performance Skills	1	4	30
7	Working as Part of a Team	1	2	11

## Pearson BTEC Level 1 Certificate in Teamwork and Personal Skills for Uniformed Youth Organisations

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

Learners must achieve:

- the mandatory unit, which forms part of the personal skills set
- at least one unit from Optional units group A – Teamwork Skills
- **a minimum overall credit of 14.**

Learners are required to achieve at least one unit in each of the skills sets – teamwork, and personal skills. As the mandatory unit forms part of the personal skills set, the units in Optional unit group B are all optional.

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 number	Mandatory unit	Level	Credit	Guided learning hours
1	Developing Citizenship through a Uniformed Youth Organisation	1	3	18
Unit number	Optional units group A – Teamwork Skills	Level	Credit	Guided learning hours
2	Planning and Participating in an Event	1	4	28
3	Self-reliance in a Fieldcraft Environment	1	4	26
4	Preparing for Expeditions	1	3	20
5	Ceremonial Drill and Parade Training	1	3	28
6	Exploring Music Performance Skills	1	4	30
7	Working as Part of a Team	1	2	11

<b>Unit number</b>	<b>Optional units group B – Personal Skills</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning hours</b>
8	Working Towards Goals	1	2	12
9	Maintaining Health and Wellbeing in the Outdoors	1	4	27
10	Radio Communications	1	3	20
11	Navigating Using Map and Compass	1	2	17
12	Welcome Visitors	1	2	10
13	Communicating Solutions to Others	1	2	14
14	Personal Behaviour for Success	1	3	21
15	Developing Personal Skills for Leadership	1	2	14
16	Working as a Volunteer	1	2	10

## 5 Centre resource requirements

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

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
Unit 6: Exploring Music Performance Skills	Video equipment should be accessible for evidence recording purposes
Unit 10: Radio Communications	Two-way radio communication equipment
Unit 11: Navigating Using Map and Compass	Maps and compasses

## 6 Access and recruitment

Our policy on 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

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

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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 *Section 8 Assessment* for information on reasonable adjustments and special consideration.



## 7 Programme delivery

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

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

- liaising with employers to make sure that 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 assessment; for example, developing assessments with input from employers
- using 'expert witness' reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 8 Assessment

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

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessment, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

### Language of assessment

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Assessments for internally-assessed units are in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

### Internal assessment

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All units in these qualifications are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering these qualifications.

### Assessment through assignments

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For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

## Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Further information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment.
- A learning outcome must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

## Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* on our website.

## Making valid assessment decisions

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### Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising learners during assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

### Making assessment decisions using unit-based criteria

Assessment decisions for the qualifications are based on the specific criteria given in each unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment* section of each unit, which gives examples and definitions related to terms used in the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

## **Dealing with late completion of assignments**

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

## **Issuing assessment decisions and feedback**

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

## **Resubmissions and retakes**

On 1 September 2014, Pearson introduced a framework to support centres in delivering high-quality internal assessments for BTEC Firsts and Nationals, the framework can be found on the BTEC delivery pages of our website. Within this framework, only one opportunity for resit can be authorised by the Lead Internal Verifier and retakes are not available. These rules do not apply to BTEC Specialist programmes at Entry Level to Level 3, but we do recommend the approach as best practice. As the rules are therefore not mandatory for BTEC Specialist programmes, they will not be checked as part of the standards verification and quality assurance process for these qualifications.

## **Administrative arrangements for internal assessment**

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### **Records**

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

### **Reasonable adjustments to assessments**

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (available on our website). In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on the policy page of our website.

### **Special consideration**

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

## Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and Appeals about Pearson Vocational Qualifications policy*, available on our website.

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

## Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.



## **Learner malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualification policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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Recognition of Prior Learning (RPL) is a method of assessment 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.

## 10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### **Approvals agreement**

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

# 11 Quality assurance of centres

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

For the qualifications in this specification, the Pearson quality assurance model will be the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 12 Units

Each unit in the specification is set out in a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

### Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

### Unit title

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

### 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.

### Unit type

This says if the unit is mandatory or optional for the qualification. See *Section 4 Qualification structure* for full details.

### Credit value

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

### Guided Learning Hours (GLH)

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.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

### Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

## Learning outcomes

The 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

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

## Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit content is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

## Relationship between unit content and assessment criteria

Content is compulsory except when shown as 'e.g.'. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

## Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

## Further information for teachers and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following subsections.

- *Essential resources* – 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.
- *Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.
- *Essential information for assessment* – for internally-assessed units, it provides recommended assignments and suitable sources of evidence for each learning outcomes. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria. For externally-assessed units, this section gives details of the format, structure and any specific conditions of the external assessment(s).





## Unit 1: Developing Citizenship through a Uniformed Youth Organisation

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>18</b>

## Unit introduction

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.

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.

## Learning outcomes and assessment criteria

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	
1	Know the structure of a uniformed youth organisation	1.1	Describe the origins of a chosen uniformed youth organisation
		1.2	Describe the structure of a local uniformed youth organisation
2	Be able to use uniform correctly	2.1	Describe the uniform for a chosen youth organisation
		2.2	Demonstrate how to maintain a uniform appropriately for specific purposes
3	Understand how wearing a uniform can contribute to self-esteem		Explain how wearing a uniform can contribute to the development of self-esteem
4	Be able to perform basic drill	4.1	Demonstrate the ability to undertake basic drill
		4.2	Demonstrate how to salute using procedures required by the chosen organisation
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
		5.2	Describe how membership of a uniformed youth organisation can contribute to the community
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
		6.2	Give examples of how skills may enhance personal development

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the structure of a uniformed youth organisation</b>	
<b>1.1 Uniformed youth organisations</b>	For example, 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
<b>1.2 Structure</b>	history, origins and key development; key dates and events; organisation and structure
<b>Learning outcome 2: Be able to use uniform correctly</b>	
<b>2.1 Uniform appropriate to service organisation</b>	For example, parade dress, training dress
<b>2.2 Maintaining uniform correctly</b>	key elements and features of uniform; correct wearing and maintenance of uniform for specific purposes, e.g. field craft, adventure training, skill at arms, sailing, flying
<b>Learning outcome 3: Understand how wearing a uniform can contribute to self-esteem</b>	
<b>3.1 Contribution of uniform to personal esteem</b>	self-esteem, pride, purpose, motivation
<b>Learning outcome 4: Be able to perform basic drill</b>	
<b>4.1 Performing basic drill</b>	purpose; correct method for performing drill and saluting; skills and attributes required for drill
<b>4.2 Saluting</b>	performing saluting; procedures required

What needs to be learned	
<b>Learning outcome 5: Know how a chosen local uniformed youth organisation contributes to the community</b>	
<b>5.1 Contribution to the community</b>	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
<b>5.2 How membership can contribute to the community</b>	sense of belonging, pride, cohesion
<b>Learning outcome 6: Know how a uniformed youth organisation can contribute to personal citizenship development</b>	
<b>6.1 Personal citizenship skills</b>	employability skills, ability to work with others, personal responsibility, discipline skills, time management

## Further information for tutors and assessors

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### 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.

### Essential resources

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

### Suggested reading/resources

#### Websites

<a href="http://www.armycadets.com">www.armycadets.com</a>	The website of the Army Cadets, providing information on becoming and being an army cadet.
<a href="http://www.mkbartlett.co.uk">www.mkbartlett.co.uk</a>	This website provides resources on all aspects of being an army cadet.
<a href="http://www.raf.mod.uk/aircadets">www.raf.mod.uk/aircadets</a>	The website of the Air Cadets, providing information on becoming and being an air cadet.
<a href="http://www.sea-cadets.org">www.sea-cadets.org</a>	The website of the Sea Cadets, providing information on becoming and being a sea cadet.

## **Unit 2:**

# **Planning and Participating in an Event**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>28</b>

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### **Unit introduction**

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

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, 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.

## Learning outcomes and assessment criteria

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	
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
		1.2	Produce a plan for the event
		1.3	Identify potential risks and problems
2	Be able to participate in the organisation of an event	2.1	Participate in the organisation of a chosen event
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
4	Be able to review the success of the event	4.1	Review the event using feedback received
		4.2	Outline the success of the event against the original plan

## Unit content

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



## What needs to be learned

### Learning outcome 3: Be able to contribute to the running of an event

#### 3.1 Setting up

signs; rooms, e.g. furniture; equipment, e.g. for stalls, displays; being aware of health and safety; dealing with problems, e.g. equipment not available or not working; allowing enough time to set up

#### During event

e.g. welcoming customers, listening to customers, responding to questions, ensuring customers complete feedback sheets, front of house, event management

#### Clearing event

e.g. disposing of waste, removing signs, clearing room, clearing equipment safely

### Learning outcome 4: Be able to review the success of the event

#### 4.1 Review

sources of feedback, e.g. customer feedback sheets, other team members, tutor

#### 4.2 Success

against original plan

## Further information for tutors and assessors

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### 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.

## Essential resources

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

## Suggested reading/resources

### Textbooks

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

### Journals

*Event Magazine* (Haymarket Publications)

### Websites

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

The business balls website is a free online resource covering all aspects of business skills, including ideas for team building.

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

This website provides ideas for team building activities.

## **Unit 3: Self-reliance in a Fieldcraft Environment**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>26</b>

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### **Unit introduction**

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

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.

## Learning outcomes and assessment criteria

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	
1	Know the importance of fieldcraft when working in the field	1.1	Describe what is 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
		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
		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
		4.2	Follow guidelines accurately to challenge and report

## Unit content

What needs to be learned
<b>Learning outcome 1: Know the importance of fieldcraft when working in the field</b>
<b>1.1, 1.2 Fieldcraft</b> definition of fieldcraft, technique involved in the field while remaining undetected; use of fieldcraft; importance of fieldcraft
<b>Learning outcome 2: Be able to move in the field using fieldcraft techniques at daytime</b>
<b>2.1, 2.2 Fieldcraft techniques</b> For example, camouflage, concealment <b>Moving in the field at day time</b> movement and observation skills; remaining unseen; crossing natural obstacles; health and safety precautions in day
<b>Learning outcome 3: Be able to move in the field using fieldcraft techniques at night time</b>
<b>3.1, 3.2 Moving in the field at night time</b> movement and observation skills; remaining unseen; crossing natural obstacles; sounds at night; health and safety precautions at night, e.g. camouflage, concealment
<b>Learning outcome 4: Be able to perform the duties of a sentry</b>
<b>4.1, 4.2 Duties of sentry</b> to be alert; understanding orders; areas of responsibility <b>Guidelines</b> three principles of sentry; correct positioning of a section, location of alarm posts, posting of sentries <b>Challenge</b> be able to make the appropriate challenge <b>Report</b> report any incidents, appropriate escalation of incidents

## Further information for tutors and assessors

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### 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

### Essential resources

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

### Suggested reading/resources

#### Website

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

This website provides resources on all aspects of being an army cadet, including fieldcraft.

## Unit 4: Preparing for Expeditions

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>20</b>

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### Unit introduction

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

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

### Learning outcomes and assessment criteria

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	
1	Know how to prepare for an expedition	1.1	Identify the key factors to consider when planning an expedition
		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
		2.2	Identify the safety considerations when siting a camp
3	Know how to respond to an emergency during an expedition	3.1	List potential emergency situations in an expeditions
		3.2	Respond appropriately to a given emergency situation which can occur during an expedition



## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to prepare for an expedition</b>	
<b>1.1, 1.2, 1.3 Preparing for an expedition</b>	factors to consider, e.g. weather, location, duration; route cards; expedition equipment, e.g. personal, group, care of equipment, packing; clothing and footwear; safety considerations
<b>Learning outcome 2: Be able to site a camp</b>	
<b>2.1 Features of siting a camp</b>	campcraft, siting camp, pitching camp, striking camp; location
<b>2.2 Safety considerations</b>	safety when cooking, waste management, soiled ground, wild animals
<b>Learning outcome 3: Know how to respond to an emergency during an expedition</b>	
<b>3.1, 3.2 Emergency situations</b>	injuries; minor, major, evacuation
<b>Appropriate responses</b>	immediate response, e.g. reassure casualty, assess situation, seek help from qualified person; calling emergency services, methods of attracting attention, communication skills, e.g. 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

## Further information for tutors and assessors

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### 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.

### Essential resources

There are no special resources needed for this unit.

# Unit 5: Ceremonial Drill and Parade Training

**Level:** 1  
**Unit type:** Optional  
**Credit value:** 3  
**Guided learning hours:** 28

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## Unit introduction

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

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.

## Learning outcomes and assessment criteria

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	
1	Know the reasons for drill	1.1	State how drill develops personal skills
		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
3	Be able to demonstrate ceremonial drill	3.1	Carry out ceremonial drill accurately
		3.2	Demonstrate safety drills correctly
4	Be able to perform unit ceremonies	4.1	Outline the importance of unit ceremonies
		4.2	Demonstrate unit ceremony on a parade

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the reasons for drill</b>	
<b>1.1, 1.2, 1.3 Reasons for drill</b>	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
<b>Learning outcome 2: Be able to perform foot drill</b>	
<b>2.1 Foot drill</b>	correct performance of squad drill; smartness; saluting; when and why compliments are paid, understanding words of command and acting on them
<b>Learning outcome 3: Be able to demonstrate ceremonial drill</b>	
<b>3.1 Ceremonial drill</b>	correct performance of drill; turnout and bearing, self-confidence; self-discipline
<b>3.2 Safety drills</b>	correct procedures followed; safety rules followed when marching in a formed body
<b>Learning outcome 4: Be able to perform unit ceremonies</b>	
<b>4.1, 4.2 Importance of unit ceremonies</b>	enrolment, identity, team cohesion, participation in historic and community events

## Further information for tutors and assessors

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### 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.

### Essential resources

There are no special resources needed for this unit.

### Websites

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

This website provides a library of training resources, including the topic of drill and ceremonial.

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

This website provides resources on all aspects of being an army cadet, including drill.

## **Unit 6: Exploring Music Performance Skills**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>30</b>

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### **Unit introduction**

Most of us have, at some time, dreamed of being a music star! This unit allows learners to explore some of the skills a musician requires, whether they are a violinist or thrash guitarist.

This unit aims to give learners an idea of what it is like to work as a musician, preparing and performing a piece of music solo or in a group. Learners will develop confidence in the use of vocal and/or instrumental skills. They will learn how to plan a performance, practise and rehearse, and how to present themselves to an audience.

Learners will learn the importance of reliability, a positive attitude and respect for others in relation to music performance work. This will develop learners' employability skills.

The unit will conclude with a performance of a prepared solo or group piece to an invited audience, for example peers, friends, family members.

## Learning outcomes and assessment criteria

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	
1	Be able to take part in practical music-making activities	1.1	Take part in practical music-making activities
2	Be able to prepare for a solo or group music performance	2.1	Take part in preparations for a musical performance
3	Be able to use music skills in performance	3.1	Perform with a degree of musical accuracy in performance
		3.2	Perform with a sense of musical style in performance
		3.3	Use stage presentation techniques
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable in practical activities
		4.2	Show a positive attitude to the work practical activities
		4.3	Be respectful to others in practical activities

## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to take part in practical music-making activities</b>	
<b>1.1 Activities</b>	singing and/or instrumental, e.g. solo playing/singing, ensemble playing/singing, warm-ups, technical exercises, practice routines, repertoire development
<b>Learning outcome 2: Be able to prepare for a solo or group music performance</b>	
<b>2.1 Preparations</b>	For example, considering target audience and venue; selection of appropriate performance pieces, e.g. length of piece, difficulty; running order, rehearsals, audience type, e.g. children, young adults; venue, e.g. acoustics
<b>Learning outcome 3: Be able to use music skills in performance</b>	
<b>3.1 Musical skills</b>	Sense of pitch; sense of rhythm; sense of timing; musicality; expression; confidence; presentation techniques, e.g. communicate effectively with accompanist/band, communication with the audience
	<b>Performance</b> Solo or ensemble performance
<b>Learning outcome 4: Be able to demonstrate employability skills through participation in practical activities</b>	
<b>4.1 Reliability</b>	Attendance; punctuality; being ready to work
<b>4.2 Positive attitude</b>	For example, focus, enthusiasm, motivation, willingness to try
<b>4.3 Respect for others</b>	Tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback



## Further information for tutors and assessors

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### Delivery

This unit should be delivered through a series of tutor-led practical workshops designed to allow learners to develop a range of skills associated with musical performance. Learners should be encouraged to develop good practice in terms of preparing and warming up for class and maintaining of their instrument as appropriate. The nature of delivery will depend on the skills of learners at entry in terms of the musical instruments they play. It is, however, possible for learners who do not already play a musical instrument to participate and succeed in this unit through using the voice as an instrument or through playing tuned and/or untuned percussion instruments.

Early sessions should concentrate on building confidence as well as musical ability. Learners should take part in practical music making activities, which could include performance of simple ensemble arrangements for instrumentalists and rounds and/or partner songs for vocalists. Pieces can be taught 'by ear' or with the use of musical scores as appropriate. In terms of technical ability, tutors should guide learners in a range of appropriate practice techniques and learners should be encouraged to keep a practice log to track their progress. Observation of and listening to professional performers will also be useful in the identification of appropriate performance techniques.

Learners will then apply the skills they have developed to a piece or pieces of music, which will be rehearsed under the direction of the tutor and performed to an audience. Learners can prepare a solo piece or work on an ensemble piece. In helping learners to choose pieces tutors should take into account the abilities. The choice of a simple piece, that allows a learner to perform well, is preferable to a more complex piece that they may struggle with. Learners should be encouraged to consider the target audience for their piece when making choices.

Learners should rehearse under the direction of the tutor. They should develop an understanding of the rehearsal process and be encouraged to develop good practice in terms of rehearsal discipline and taking direction. It would be useful for early rehearsal sessions to be recorded. Learners may then revisit these recordings to hear how they have improved and set targets for further development.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, perform their piece(s) to a small audience of family and friends. It would also be appropriate for the piece(s) to be shown as part of a larger showcase that might include work prepared in other units.

## **Assessment**

Evidence for this unit will be generated through learners' logbooks, practical music making sessions, rehearsals and a performance. Achievement of 1.1, 2.1, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in activities in a positive manner contributing to activities and rehearsals.

Performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. To achieve 3.1, learners must perform with a degree of musical accuracy in terms of timing and pitch. For 3.2, they should be able to demonstrate musicality in their performance work and stage presentation techniques such as communication with the audience and other performers for 3.3.

To achieve 4.1, learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

## **Essential resources**

For this unit, learners should have access to a practical space to work in and perform. Video equipment will be needed for evidence-recording purposes. Video recordings of musical performances and concert visits will also be a useful resource. Learners will need to provide their own musical instruments. Centres should provide larger instruments such as pianos and drum kits, as appropriate.

## **Suggested reading/resources**

Musical scores may not be appropriate. However, the Kaleidoscope Series published by Chester Music includes arrangements of classical and pop standards for mixed groups of instruments.

## **Unit 7: Working as Part of a Team**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>18</b>

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### **Unit introduction**

The aim of this unit is to help learners develop skills that will allow them to become active contributors when working with others in a team and when taking part in team activities. The unit also aims to enable learners to self-review progress and skills development.

Learners will develop the skills required for working in a team through involvement in a teamwork task. They will review the progress of the team and their own progress and skills development, and suggest ways they could improve. Learners will gain skills that will help them to develop a positive attitude – valuable in learning and employment.

Learners will review their achievements as individuals and as a team. They will make suggestions for ways they could improve their teamwork skills in a stress-free situation, which will help to give them increased motivation and enhanced self-esteem.

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

Learners then participate in a team 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 team task. This includes making suggestions appropriately, dealing with instructions and feedback, supporting others and asking for support from others when needed.

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

## Learning outcomes and assessment criteria

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	
1	Understand how to contribute to working as part of a team in appropriate ways	1.1	Suggest appropriate ground rules for working with others
		1.2	Contribute to the planning of team and individual activities
2	Be able to work as an effective team member	2.1	Work with others in a positive way to carry out individual and team activities
		2.2	Make suggestions appropriately
		2.3	Deal with instructions appropriately
		2.4	Deal with feedback appropriately
		2.5	Support others and ask for support when required
3	Be able to review the team's progress and their contribution to it	3.1	Review the progress the team has made in working together
		3.2	Describe how they contributed to the work of the team
		3.3	Describe what went well and what went less well
		3.4	Suggest how they could improve their skills in working with others

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand how to contribute to working as part of a team in appropriate ways

##### 1.1 Establishing ground rules for working as part of a team

Clear goals, e.g. 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 Recognising skills and strengths to plan activities

Organising skills, e.g. encouraging contributions from everyone, motivating others, punctuality, reliability, creativity, helping others, accepting help from others, accepting constructive criticism; practical skills, e.g. computer literacy, honesty and openness, flexibility, maintaining confidentiality; individual activities, e.g. researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings.

#### Learning outcome 2: Be able to work as an effective team member

##### 2.1 Respect others' contribution

Listening to ideas of other team members without interrupting; agreeing team decisions; following decisions of team.

##### 2.2 Contribute to team decisions

Offering own ideas, e.g. suggesting solutions to problems faced by team, suggesting a better way of doing something, offering practical skills.

##### 2.3 Complete own task

Following instructions for task, e.g. completing agreed task on time, completing task to satisfactory standard.

##### 2.4 Respond to feedback from others

Accepting feedback positively, e.g. listening carefully, asking for clarification, asking for suggestions of ways to improve.

##### 2.5 Support other group members

Asking other team members if they need help, e.g. showing team members how to do something, helping team members to complete their task, completing task for absent team member.

##### Ask for support from others

Asking for help, e.g. when instructions need explaining, when clarification is needed, to complete aspects of task.

## What needs to be learned

### Learning outcome 3: Be able to review the team's progress and their contribution to it

#### 3.1 Team progress in working together

Team progress, e.g. all members contributed, individual strengths recognised, communication skills developed, learned to trust each other.

#### 3.2 Individual contribution to team task

Individual contribution, e.g. contributed ideas to planning, asked advice from another team member, helped another team member to complete their task.

#### 3.3 Successful aspects of team task

Successful aspects, e.g. all aspects of task completed, timeframe met, team task met aim, completed to a good standard.

Less successful aspects of group task

For example, some team members were absent, some individuals did not follow agreed instructions.

#### 3.4 Improving own skills in working with others

Improving own skills, e.g. learning about responding positively to feedback.

## Further information for tutors and assessors

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### Delivery

The emphasis in this unit is to help learners develop skills for working as an effective member of a team through involvement in a practical teamwork task.

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

Learners could produce posters of teamworking ground rules to display for reference throughout the unit.

At this stage of the unit, identification of the teamwork task, the team members and the individual activities is required. Learners could be involved in selecting the team task. Teams could be around four to seven people. In teams, learners could discuss possibilities for appropriate tasks and report back to the whole class.

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

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

For learning outcome 2, learners need to implement the agreed teamwork task. Learners could work in teams to devise a checklist to log the teamwork skills they have demonstrated during the task.

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

- the effectiveness of their individual teamwork skills
- how their individual contribution affected the success of the overall teamwork task.

Learners could explore ways to develop their teamworking skills 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 can 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 teamwork task and the allocation of individual activities. This can be presented in the form of a record of team discussions. The contribution of individuals will need to be identified and assessed, this could be through witness statements, peer team 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 could be provided through 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 can be used, for example an observation or video recording.

For assessment criterion 3.1, learners need to assess how well the team worked together during the planning and completion of the teamwork task. Learners may use the checklist completed during the task to review their own teamworking skills for 3.2 and 3.3.

For assessment criterion 3.1, learners need to give brief details about how they contributed to the work of the team.

For assessment criterion 3.3, learners need to give brief details about one aspect of their teamwork task that went well and one aspect that was less successful.

For assessment criterion 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 a one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Websites

<a href="http://www.careers.salford.ac.uk/page/teamwork">www.careers.salford.ac.uk/page/teamwork</a>	University of Salford website, gives information on the key employability skills of teamwork.
<a href="http://www.kent.ac.uk/careers/sk/teamwork.htm">www.kent.ac.uk/careers/sk/teamwork.htm</a>	University of Kent website, gives information on teamworking skills.



## **Unit 8: Working Towards Goals**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>12</b>

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### **Unit introduction**

This unit aims to help learners to understand how to identify and work towards goals. 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 goal. 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' will self-assess their areas of weakness then be assessed by peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and will engage in structured activities that will lead to the success of a short-term goal to a specific timescale. This will promote independence in their personal and working life.

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

Completing this unit will contribute to learners' overall personal development. They will develop the skills needed to become independent in decision making. This will encourage them to take responsibility for planning, reviewing and achieving short-term goals.

## Learning outcomes and assessment criteria

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	
1	Be able to identify and explain their goal	1.1	Describe own strengths and what they need to improve
		1.2	Identify at least one goal which is important for their development
		1.3	Explain why achieving this goal is important
		1.4	Agree the goal with an appropriate person
2	Be able to prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal
		2.2	Identify timescales and deadlines for the achievement of the goal
		2.3	Identify the resources needed to support them in achieving the goal
3	Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan
		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

## Unit content

### What needs to be learned

#### Learning outcome 1: Be able to identify and explain their goals

##### 1.1 Strengths and weaknesses

Identifying personal skills and qualities gained from education, work experience and other life experiences, e.g. 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 Goals

Types of goal, e.g. improving numeracy, literacy, IT skills, 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 Importance of achieving goal

Different ways of achieving a goal can be important, e.g. 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 Appropriate person to agree goal with

Appropriate person, e.g. careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician.

#### Learning outcome 2: Be able to prepare an action plan to meet their goal

##### 2.1 Activities

Types of activity, e.g. attending training on offer by, for example employer, Jobcentre Plus, college, school; joining healthy eating or lifestyle clubs, e.g. diet group, self-help group, sports club or projects, attend study support; independent research, e.g. building a CV, applying for paid or voluntary work; recording activities, e.g. 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 Timescales and deadlines

Realistic and measurable goal; specific timescale for short-term goal; duration of activities.

##### 2.3 Resources

People, e.g. careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multimedia, e.g. internet, library books, leaflets from health centres, local newspapers.

## What needs to be learned

### **Learning outcome 3: Be able to review progress towards achieving their goal**

#### **3.1, 3.2, 3.3, 3.4**

#### **Regularly review activities and outcomes**

Reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork.

## Further information for tutors and assessors

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### 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 that learners will complete to help them to identify their 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 their personal life. Learners could use their own, peer- and tutor feedback, and review paperwork, appraisal or supervision paperwork from the 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 how to work 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 (for example real-life stories of achievement in the media). The tutor could give specific goals and ask learners to produce a chart that outlines activities required in order to achieve the goal, for example handout cards with a range of goals – for example finding a job, creating a CV, planning a party.

After this, learners could be encouraged to compare their peers' goals with their own and identify activities that will be required in order to achieve their own goal. Through group discussion, learners could also be encouraged to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The tutor must define the implied agreement 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 that outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify the steps required to achieve their goal. 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. So that learners can identify relevant sources of information to use independently, a list of resources should be created by the tutor.

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 that links with learning outcome 3.

For learning outcome 3, learners could follow the activities outlined in their action plan and amend appropriately wherever necessary. Learners' progress needs to be monitored and tutors should identify at least two review dates in order to assess this progress. In order to identify what has been achieved, tutors should encourage learners to reflect on their action plan, diary entries, checklist results and their discussions with peers, tutors and others.

## **Assessment**

To meet the requirements of assessment criteria 1.1 and 1.4, learners could complete a checklist showing a range of 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 the workplace, if applicable, as supporting evidence.

To meet assessment criterion 1.2, evidence of a discussion with the tutor outlining learners' chosen short-term goals could be produced. To achieve assessment criterion 1.4, documentation that reflects an implied agreement of short-term goals with learners and their 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 that lists activities they will carry out 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 assessment criterion 3.1, to ascertain the activities that have been carried out, learners could produce appropriate evidence that supports their action plan. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork.

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

## **Essential resources**

There are no special resources needed for this unit.

## **Suggested reading/resources**

### **Websites**

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

Fast Tomato provides career guidance for 12–18 year olds and is used by schools. A joining fee applies.

[www.mindtools.com/page6.html](http://www.mindtools.com/page6.html)

Provides a variety of information, including information on personal goal setting.

## **Unit 9: Maintaining Health and Wellbeing in the Outdoors**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>27</b>

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### **Unit introduction**

The aim of this unit is to assess learners' ability to maintain their own health and wellbeing in the outdoors.

Learners will learn how to maintain their personal wellbeing and the equipment needed to take part in living in the outdoors. They will develop skills in how to erect shelters and cook food. Learners will also gain understanding of how to provide support for others when working and living outdoors.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Be able to maintain wellbeing when living in the outdoors	1.1	Identify hazards to personal wellbeing when living in the outdoors
		1.2	Describe how to reduce risks to personal wellbeing when living in the outdoors
		1.3	Demonstrate how to manage waste safely and ethically while living in the outdoors
2	Be able to manage equipment when living in the outdoors	2.1	Demonstrate how to pack essential equipment required for living in the outdoors to make sure it remains dry and is not damaged
		2.2	Demonstrate how to manage equipment while living in the outdoors
3	Be able to erect personal shelter when living in the outdoors	3.1	Select a suitable small portable shelter for the outdoors
		3.2	Select a suitable location for the shelter in the outdoors
		3.3	Erect a small shelter suitable for living in, while in the outdoors
4	Be able to cook food when living in the outdoors	4.1	Select appropriate food for a set period of living in the outdoors
		4.2	Select appropriate safe cooking methods suitable for use in the outdoors
		4.3	Cook food in the outdoors, while ensuring they and others remain healthy and safe
5	Know how to support colleagues when living in the outdoors	5.1	State ways to support colleagues when living in the outdoors
		5.2	Review personal effectiveness of supporting colleagues when living in the outdoors



## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to maintain wellbeing when living in the outdoors</b>	
<b>1.1 Hazards</b>	Weather, terrain, location, wild animals, fire.
<b>1.2 Reducing risks</b>	Obtaining weather forecasts, avoiding extreme conditions, choice of terrain appropriate to experience, considering factors when choosing a campsite, e.g. types of wild animals, precautions to safeguard people, food, equipment; safe use of naked flames in tents, safe use of stoves and refilling.
<b>1.3 Waste</b>	Rubbish, human waste.  <b>Safe and ethical management of waste</b> Non-solid waste management, e.g. distance from habitation, footpaths and water sources; solid waste management, e.g. distance from habitation, footpaths and water sources; burying waste, depth to be buried, alternatives to burying waste where required.
<b>Learning outcome 2: Be able to manage equipment when living in the outdoors</b>	
<b>2.1, 2.2</b>	
<b>Manage</b>	Selection and packing of essential equipment and clothing; maintaining, cleaning, repairing and repacking equipment.
<b>Learning outcome 3: Be able to erect personal shelter when living in the outdoors</b>	
<b>3.1 Selecting portable shelter</b>	Types of portable shelter; suitability for the outdoors; key requirements/specifications for shelter.
<b>3.2 Suitable locations</b>	Surrounding environment, water, flat ground, trees.
<b>3.3 Erecting small shelter</b>	Methods of erecting shelter; practical pitching skills.

## What needs to be learned

### Learning outcome 4: Be able to cook food when living in the outdoors

#### 4.1 Select appropriate food

Balanced diet, sufficiency, ability to cook chosen food.

#### 4.2 Select appropriate cooking methods

For example, stoves, types, correct use, safe use of fuel, open fires, safety issues for use in the outdoors, safety matches.

#### 4.3 Cook food

For example, opening packet, heating water to warm food, methods of cooking food; personal hygiene: washing hands.

### Learning outcome 5: Know how to support colleagues when living in the outdoors

#### 5.1, 5.2

##### Support colleagues

Methods of supporting others: raising morale, e.g. through teamwork, encouraging others, showing concern for others.

## Further information for tutors and assessors

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### **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.

### **Essential resources**

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

## **Unit 10: Radio Communications**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>20</b>

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### **Unit introduction**

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. 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.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Know the types of radio equipment	1.1	State the main functions of different types of radio equipment
		1.2	State the characteristics of radio equipment used within radio networks
2	Know factors that affect radio equipment effectiveness	2.1	Outline how an antenna can enhance the range of radio transmissions
		2.2	Outline the limitations of radio frequencies
3	Be able to follow procedures for the safe use of radio	3.1	Describe the safe use of radio batteries
		3.2	Demonstrate safety procedures used when using portable radio equipment
		3.3	Identify health and safety issues associated with radio operations
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
		4.2	Use the phonetic alphabet in a radio message
		4.3	Carry out radio procedures to convey a message

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the types of radio equipment</b>	
<b>1.1 Types of radio equipment</b>	For example, range of radio equipment; types; functions; radio frequency, e.g.: UHF, VHF, HF <b>Functions</b> receive information, send information
<b>1.2 Characteristics</b>	power, weight, power supply type and duration in use
<b>Learning outcome 2: Know factors that affect radio equipment effectiveness</b>	
<b>2.1 Effectiveness of radio equipment</b>	limitations of VHF, HF and UHF; radio antenna types and their impact on radio transmissions
<b>2.2 Limitations</b>	range due to location of transmission and ground features
<b>Learning outcome 3: Be able to follow procedures for the safe use of radio</b>	
<b>3.1 Safe handling of batteries</b>	storage, charging and disposal
<b>3.2 Safety procedures</b>	minimum safe distances, radiation hazards
<b>3.3 Possible health and safety risks when using radios</b>	radiation hazard (RadHaz) precautions
<b>Learning outcome 4: Be able to send a message on a radio network to convey a message</b>	
<b>4.1 Radio network features</b>	security, accuracy, discipline, call-sign system
<b>4.2 Phonetic alphabet</b>	spelling, numbers
<b>4.3 Radio procedures</b>	use of correct voice procedure, accuracy, clarity

## Further information for tutors and assessors

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### 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.

### Essential resources

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

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

### Websites

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

The business balls website provides a variety of resources, including the phonetic alphabet.

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

This website provides information about two-way radios.

# **Unit 11: Navigating Using Map and Compass**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>17</b>

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## **Unit introduction**

The aim of this unit is to enable learners to become familiar with using maps and compasses. Learners will be able to apply the concepts to practical situations when using a map. Learners will be introduced to the basics of maps and how to navigate using a map.



## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Know the purpose of a map	1.1	Identify the purpose of a map
2	Know how to care for a map	2.1	Outline how to care for a map
3	Know the features of maps	3.1	State the use of scale on a map
		3.2	Identify the conventional signs on a map
4	Be able to orientate a map	4.1	Orientate the map with a compass
		4.2	Orientate the map without a compass
5	Be able to use figure grid references	5.1	Demonstrate the use of the grid referencing system to locate a point on a map
6	Be able to navigate using a map	6.1	Identify features on the ground which aid navigation using a map
		6.2	Plan a route taking into consideration safety issues
		6.3	Calculate the distance between two points on a map

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the purpose of a map</b>	
<b>1.1 Range of different types of maps</b>	For example, sketch maps, topographic; purposes of the maps produced.
<b>Learning outcome 2: Know how to care for a map</b>	
<b>2.1 Looking after maps for various activities</b>	Correct folding to minimise refolding in use; keeping the map weatherproof; map cases.
<b>Learning outcome 3: Know the features of maps</b>	
<b>3.1 Scales</b>	For example, representation of scales, graphic scale, words, representative fractions, map sheets.
<b>3.2 Conventional signs</b>	For example, line symbols, buildings, trees and landscapes, water features, tourism, boundaries; use of the key to identify conventional signs.
<b>Learning outcome 4: Be able to orientate a map</b>	
<b>4.1 Orientating a map</b>	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.
<b>4.2 Orientating a map</b>	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.
<b>Learning outcome 5: Be able to use figure grid references</b>	
<b>5.1 Grid referencing the system</b>	The British grid system; giving and reading four- and six-figure grid references; easting and northing.

## What needs to be learned

### Learning outcome 6: Be able to navigate using a map

#### 6.1 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

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 Calculating distances

For example, grid lines, paper strips, measuring road distances, measuring path distances, judging distance by eye and confirming by map.

## Further information for tutors and assessors

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### 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 centre will devise and mark the assessment for this unit.

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.

### Essential resources

Learners must have access to appropriate resources, such as topographic maps.

### Suggested reading/resources

#### Websites

<a href="http://www.gridreferencefinder.com">www.gridreferencefinder.com</a>	Allows the user to find a grid reference on a map of the UK by clicking on the map.
<a href="http://www.nnas.org.uk">www.nnas.org.uk</a>	The National Navigation Award Scheme (NNAS), an incentive scheme for all ages to learn navigation skills.
<a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a>	Provides downloadable resources, including maps of GB, UK, Europe and county maps.

## **Unit 12: Welcome Visitors**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>10</b>

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### **Unit introduction**

This unit aims to develop learners' knowledge, skills and understanding of how to welcome visitors in a warm and inviting way, while giving them information on the venue they are visiting.

Organisations will often invite visitors to attend their meetings. The visitor will want to feel welcome and be given information on the venue, including health and safety details. Learners will learn how to communicate effectively with visitors and will understand why it is important to give a good impression.

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

Learners need to present a good impression of their organisation, they will learn how their verbal and body language can influence it.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Be able to welcome visitors in a positive way	1.1	Welcome visitors and establish the purpose of their visit
		1.2	Follow organisational procedures for receiving visitors
		1.3	Answer routine questions
		1.4	Make visitors feel welcome during any waiting period
		1.5	Use appropriate tone and language, including body language, when dealing with visitors
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

## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to welcome visitors in a positive way</b>	
<b>1.1 Welcome visitors</b>	<p>Types of visitors, e.g. members of the public, primary carers, other members of the organisation; new members, greeting visitors, e.g. manner, smile, politeness; establishing purpose of visit.</p> <p>Purpose of visit</p> <p>Different types of visit, e.g. to provide information, demonstrate skills; to request information.</p>
<b>1.2 Organisational procedures</b>	<p>Security procedures, e.g. signing in, visitor badges, health and safety, evacuation procedures; contacting appropriate person in organisation; giving directions if appropriate.</p>
<b>1.3 Routine questions</b>	<p>Types of routine question that may be asked, e.g. 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.</p>
<b>1.4 Waiting</b>	<p>Directing visitors to where they can wait, e.g. a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors, e.g. offering tea/coffee.</p>
<b>1.5 Tone and language</b>	<p>Clarity of speech, politeness; friendly tone; body language, e.g. use of eye contact.</p>
<b>Learning outcome 2: Know why it is important to an organisation that visitors are made welcome</b>	
<b>2.1 Benefits</b>	<p>Members of the public or clients receive a positive impression of the organisation; may lead to, for example, a positive appointment or meeting.</p>

## Further information for tutors and assessors

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### 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. Learners could work in small groups to research the types of information different visitors are likely to need from the venue. Findings could be presented to the whole group for discussion.

Learners could visit different organisations to see how people in the workplace deal with customers. The reception desks of different types of organisations receive different types of visitor but being polite to visitors is always essential. The reception desk in an office-based business will receive different types of customers from a builder's merchant for example, and a warehouse will have visiting salespeople. When learners return to the centre, they should discuss what they have observed before taking part in role-play exercises. Videos of learners practising role play would help to point out good and bad practice. Learners need to be made aware of different organisational procedures.

To practise the required communication skills, learners could role play greeting visitors. They could work in pairs, taking turns to carry out the role of the 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 and colleagues.

### 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 assessment criterion 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 assessment criterion 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve assessment criterion 1.4, learners need to make sure that the visitor feels welcome during a period of waiting by offering them a place to sit and/or a hot or cold drink.

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



Assessment criterion 2.1 can be achieved through group discussions or 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.

### **Essential resources**

There are no special resources needed for this unit.

### **Suggested reading/resources**

#### **Textbook**

Ashley V and Ashley S – *Student Handbook: Level 1 (Business and Administration Standards)* (Council for Administration, 2006)  
ISBN 9780955092022

#### **Websites**

[www.cfa.uk.com](http://www.cfa.uk.com)

Skills CFA, promoting skills and qualifications in the workplace and covering a whole range of business skills.

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

The Health and Safety Executive, providing information on workplace health and safety.

# **Unit 13:**

## **Communicating Solutions to Others**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>14</b>

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### **Unit introduction**

This unit allows learners to develop their skills in communicating solutions, both orally and in writing. Learners will review the effectiveness of their communication.

Being able to solve problems and share your solutions with others is a valuable skill for employability, learning and life in general. There are many ways in which solutions to problems may be communicated, including different types of presentation skills.

Learners will identify the information needed to communicate a solution and will be introduced to the ways in which they can communicate the solution to a problem they have solved. Learners will find out how to respond appropriately to the views of other people on what has been communicated. Learners will also consider how effectively they have communicated a solution to others.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Know how to solve problems	1.1	Identify an appropriate problem that can be solved
		1.2	Identify a way in which to solve the problem
2	Know how to communicate the solution appropriately to others	2.1	Identify appropriate communication methods to present the solution to others
		2.2	Identify appropriate information to communicate the solution
3	Be able to communicate the solution appropriately to others	3.1	Present the solution to others in an appropriate way
		3.2	Respond appropriately to others' views
4	Be able to review own performance	4.1	Identify one aspect that went well and one that did not go so well
		4.2	Suggest a solution for the aspect that did not go so well

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to solve problems</b>	
<b>1.1 Identify a problem to solve</b>	Different types of problems, e.g. differences of opinion, poor instructions, lack of knowledge, changes in situation or environment, need for new services/processes/products, need to improve or change current situation, desire to test or check new ideas.
<b>1.2 Ways to solve a problem</b>	Find out all information required; use all sources of help; consider all possible solutions; evaluate different approaches, e.g. advantages and disadvantages of possible solutions; choose course of action; amend action if necessary; review effectiveness of strategy.
<b>Learning outcome 2: Know how to communicate the solution appropriately to others</b>	
<b>2.1 Methods of communication</b>	Verbal, e.g. a formal or informal meeting with other people; written, e.g. an email, project, memo, letter.
<b>2.2 Information needed</b>	What the problem was, who was involved, the chosen strategy for solving the problem, whether the problem was solved, how the strategy was used.
<b>Learning outcome 3: Be able to communicate the solution appropriately to others</b>	
<b>3.1 Methods of presentation</b>	Verbal presentation either formally, e.g. as part of a meeting or informally, e.g. in a discussion group; written presentation, e.g. by email, flowchart, diagrams, letters, charts, posters.
<b>3.2 Responding to others views</b>	Answering questions appropriately, listening politely to what others have to say, making suggestions.
<b>Learning outcome 4: Be able to review own performance</b>	
<b>4.1, 4.2</b>	
<b>Carrying out a review</b>	Discussion with tutor/line manager either formally or informally; identifying what went well and what did not go well, e.g. learners included all relevant information in presenting the solution, but found it difficult to answer questions from others about the problem that had been solved.

## Further information for tutors and assessors

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### Delivery

In relation to learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group work or teamwork, in which the contribution of each member of the group can be assessed. The tutor/line manager may wish to support the group in identifying a problem. It is suggested that learners focus on problems related to a work or learning context.

In achieving learning outcome 1, learners should be supported in looking at a range of strategies to use in finding relevant information about what caused the problem and how to solve it. This could include prompts of where to find appropriate information to solve a problem requiring some background research, ideas on who to contact for support or guidance, either within or outside of the organisation (for example the finance department for a problem about invoices, a tutor for a problem relating to a class project), or prompts on ways in which learners might tackle the problem, for example weighing up advantages and disadvantages of one approach versus another.

Opportunities for developing and practising the communication skills needed for learning outcome 3 can be given, for example by organising learners into groups and then asking one member from a group to present to another group. This could all be carried out informally and in small groups so that learners feel confident in their presentation. Learners could also choose other communication methods, for example if the other people learners need to contact are not immediately available, they could choose to draft an email or a memo that describes the problem and solution. These written documents do not need to be long or complex in nature.

For learning outcome 4, tutors/line managers and learners would probably find it most appropriate to discuss their performance in a one-to-one or small-group situation.

Depending on the context used, tutors/line managers may wish to access a range of information in delivering this unit. For example, this unit could be used as part of a cross-curricular project in a school or college setting or could be used in the workplace to encourage learners to develop problem-solving and communication skills. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges, STEMNET, the Youth Challenge and Youth Achievement Awards Scheme or apprenticeship awards.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers or tutors and visiting experts.

## Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion that shows individual contributions or an individual discussion with the tutor/line manager. This may take the form of a recorded discussion, video evidence or other appropriate format. It may also be supported by written notes from learners or the tutor/line manager. Learners must identify at least one problem which they can solve. The problem should be straightforward and learners need to suggest at least one way in which they could solve it.

Evidence for assessment criteria 2.1 and 2.2 could come from a group discussion that shows individual learners' contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from learners or the tutor/line manager. Learners must describe the communication method or methods appropriate to the situation and identify appropriate information to be included in the presentation.

Evidence for assessment criteria 3.1 and 3.2 could come from either an observation of learners by the tutor, line manager or other designated person, or from written evidence. Learners must show that they understand how they should interact; either in written or oral communication with others, particularly if they need to respond to different views or views they do not necessarily agree with. Learners may need encouragement in behaving appropriately towards other members of the group, for example listening politely, and giving others a chance to suggest their own ideas.

The observation can take the form of a witness statement, observation notes or a video of learners' presentation to the group with supporting notes. If in a written format, evidence of communication should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor or line manager, if appropriate.

Evidence for assessment criteria 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and learners. In the discussion, learners need to identify one aspect of their performance that they felt pleased with, for example being able to identify a solution that nobody else had thought of, and one aspect that did not go so well, for example interrupting another member of the group. For the aspect that did not go well, learners need to be able to explain how they would handle the situation should it occur again.

## Essential resources

Learners need access to appropriate sources of information on communicating solutions to problems.

## **Suggested reading/resources**

### **Websites**

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides various free resources, including the topic of communication.
<a href="http://www.tellmehowto.net">www.tellmehowto.net</a>	This website is free to join and provides articles on various topics.
<a href="http://www.wikihow.com">www.wikihow.com</a>	Provides free articles on a variety of topics, including communication.
<a href="http://www.worketiquette.co.uk">www.worketiquette.co.uk</a>	Provides a variety of free articles and case studies.

## **Unit 14: Personal Behaviour for Success**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>21</b>

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### **Unit introduction**

This unit will help learners understand the factors that affect their behaviour when they are working with others or as a member of a team and how to respond appropriately to others and the team. Learners will demonstrate different behaviours through their use of verbal communication, body language and the way they dress for different situations. They will identify their personal skills and qualities.

To support their progression to sustainable employment, learners will gain an understanding of how their behaviour influences others.



## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Understand how different factors affect behaviour	1.1	Identify different situations where behaviour changes
		1.2	Explain why behaviour changes in different situations
2	Know how different codes of behaviour influence different situations	2.1	Describe how verbal communication can be used in different situations
		2.2	Describe how body language can influence situations
		2.3	Describe how dress codes influence situations
3	Know strategies to use to manage behaviour in different situations	3.1	Compare different strategies for managing behaviour
		3.2	Identify techniques to manage behaviour in different situations
4	Be able to manage own behaviour in given situations	4.1	Use techniques to manage own behaviour in given situations
		4.2	Use techniques to respond to behaviour in others in given situations
5	Know how personal behaviour affects personal success	5.1	Identify factors that contribute to personal success
		5.2	Describe how personal behaviour affects personal success

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand how different factors affect behaviour

##### 1.1 Different situations

For example, social, educational, at home with family, in a place of worship, in the local environment, at a restaurant, at a sporting event, at the cinema or theatre, at a concert indoors or outdoors, on public transport, at an interview, at work.

##### 1.2 Factors influencing behaviour

For example, confidence, familiarity, comfort, environment; triggers, e.g. other people's behaviour, encouragement, feelings or mood, personal circumstances, physical influences (tired, ill), sequence of events, stress or pressure, peer pressure, desire, fear, need, incentive, purpose, reward, expectation, trust, determination.

##### Manifestation

For example, response, politeness, effort made, attaining a goal, determination, frustration.

#### Learning outcome 2: Know how different codes of behaviour influence different situations

##### 2.1 Verbal communication in different situations

Face-to-face communication and using the phone in formal and informal situations, e.g. family, friends, work colleagues, workplace supervisor, customer; listening skills, e.g. taking messages, listening quietly, listening for meaning; speaking skills, e.g. clarity, volume, tone of voice, urgency, getting the message across.

##### 2.2 Body language influencing situations

Body language shows your own feelings and others' body language shows how they feel about you.

Body language provides clues to a person's attitude, state of mind, e.g. aggression, attentiveness, boredom, relaxed state.

Positive and negative signals, e.g. stance, posture, facial expression; eye contact; mirroring; gestures; movement; personal space; touch, e.g. appropriate, inappropriate; effect, e.g. response.

Unintentional gestures such as rubbing an eye, touching chin, sitting forward.

##### 2.3 Appropriate dress

Appropriate dress can affect the situation, e.g. dressing to relax, dressing formally for work or an interview; uniform to show authority, e.g. police, fire brigade, dressing for safety, e.g. PPE.

## What needs to be learned

### Learning outcome 3: Know strategies to use to manage behaviour in different situations

#### 3.1 Behaviour management strategies

Positive and negative behaviours, e.g. attitude, focus and enthusiasm, over-enthusiasm, reliability, confidence, determination, perseverance, rudeness, anger, emotional outbursts.

Strategy is the plan of action.

Strategies, e.g. alleviate frustration, asking for help, time out, modelling behaviour, managing emotions, keeping things in perspective, having a goal.

#### 3.2 Behaviour management techniques

Different situations, e.g. short term and long term, social and workplace.

Techniques are the skills used, e.g. pausing, taking a deep breath, keep notes of what happened, ask for help, phone a friend, communication, separation, group support.

Self-management, e.g. self-awareness, self-respect, honest appraisal, reflection; time management; stress management; setting goals; planning; cooperation.

### Learning outcome 4: Be able to manage own behaviour in given situations

#### 4.1 Behaviour management techniques

Managing own behaviour in a range of situations, including work related.

Behaviours – a range, including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.

Techniques – self-management, e.g. time management, self-appraisal, goal setting, planning, note-making, cooperation, skills development, listening to criticism.

#### 4.2 Using techniques to respond to behaviour

Responding to others' behaviour by showing respect for others; listening to their ideas and opinions; consideration for others' feelings; thinking about how their actions affect others.

Situations – a range of scenarios, including work related; behaviours – a range, including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.

## What needs to be learned

### Learning outcome 5: Know how personal behaviour affects personal success

#### 5.1 Factors

For example, types of behaviour, motivation levels, attitude, communication skills, dress code, enthusiasm, punctuality, organisation skills, luck, timing, opportunity, vision self-confidence, self-esteem.

## Further information for tutors and assessors

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### Delivery

For learning outcome 1, tutors could introduce a range of familiar and unfamiliar situations so that learners can discuss and explore their understanding of the types of behaviours they might observe and those that are likely to change between the situations. This could be captured in a mind map, produced individually or contributed to by the whole group or smaller groups. Scenarios should include social and workplace situations, and can be both realistic and simulated to provide written, pictorial or recorded evidence.

For learning outcome 2, tutors could introduce a group discussion where learners take turns to describe, for example, something that happened to them earlier in the day, with the rest of the group picking up on ways they communicate to highlight skills such as oration and body language. Scenarios could include taking telephone and other verbal messages for family members and at work. Learners can rehearse different scenarios where different body language has an effect on the outcome. It might be useful to look at dress codes for social occasions, as well as for a range of workplace situations to reflect health and safety requirements. Learners could produce a collage-style workbook with images that reflect a range of appropriate dress against a range of job roles.

For learning outcome 3, learners could choose a number of situations to illustrate positive and negative behaviour using video, picture or other written sources to discuss alternative approaches to modifying the behaviour, showing some awareness of the more successful strategies. Self-appraisal may also be appropriate, perhaps using personality quizzes. Learners could record the techniques on skills cards that they can use for reference in learning outcome 4.

For learning outcome 4, realistic contexts are important to allow learners to practise individual responses to challenges, so group work and peer appraisal will be helpful. A questionnaire or quiz about learners' aptitudes and personal qualities would be useful. Role play is an obvious way of demonstrating behaviour management, but learners may prefer to record activities and progress in a journal, or in a voice recording, both of which could contain comments from peers or employers. Using the self-awareness gained in learning outcome 3, learners can demonstrate techniques through role play or a journal to show how they cope with challenges in different situations.

For learning outcome 5, learners need to consider the factors that motivate them and give them confidence. They could do this through a quiz or discussion. Scenarios could include planning a party or taking notes at a meeting. Learners can produce a simple presentation or just talk about their task. By referring to the strengths and weaknesses of their performance, they will be able to draw up a list of their skills and qualities. They should also bear in mind evidence from the other learning outcomes to help them. There are several CEIAG (Careers Education, Information, Advice and Guidance) websites with self-assessment activities that could be useful. The list could take the form of a simple table but will be most effective if the skills and qualities listed are linked to specific career aspirations (tutors may wish to provide a template for this.)

## Assessment

For assessment criterion 1.1, learners should identify at least four different situations where behaviour changes, and one of these situations should be work related. Evidence may be given in the form of a mind map. A witness statement is needed to highlight learners' contribution to the completed mind map.

For assessment criterion 1.2, learners will need to explain why their behaviour changes in at least two different situations, one of which should be work related.

For assessment criterion 2.1, learners should describe how verbal communication is used in at least two different situations, one of which should be work related. The description should include the various elements of listening and speaking skills.

For assessment criterion 2.2, learners should describe how body language can affect and influence at least two different situations, one of which should be work related. The description should include possible consequences of what might happen next, based on the cues from an image where a particular type of body language is being displayed. For assessment criterion 2.3, learners should describe at least two scenarios, one of which should be work related, where the choice of what to wear might influence a particular individual or outcome. Evidence should reflect an understanding of appropriate dress.

For assessment criterion 3.1, learners should evidence at least one positive and one negative attitude or behaviour. For each of these attitudes or behaviours, learners should compare two strategies for managing the behaviour. Learners should be able to show which was the more effective. Evidence could be gathered through role play and/or video recording, illustration or a comparative grid or report.

For assessment criterion 3.2, learners could use their evidence from 3.1 to identify techniques they would use to manage identified types of behaviour in at least five situations, including one social and one work situation.

For assessment criterion 4.1, in at least two given situations, learners should demonstrate how they would modify their behaviour in response to the context. Evidence could be produced to show positive reactions to at least two different challenging situations, with one being work related. Challenges include confusion, misunderstandings, being accused, or being the focus of attention. It might even include an interview situation. Evidence may be recorded in a variety of ways, perhaps via a journal or diary. Videos and witness statements could also be used.

For assessment criterion 4.2, in at least two given situations learners should demonstrate how they would modify their behaviour in response to the context. The behaviour of other people should be clearly identified and a range of techniques considered, identifying which is most effective. Evidence should show positive reactions to at least two different challenging situations, with one being work related. This may be recorded in a variety of ways, perhaps via diary, or witness statements.

For assessment criterion 5.1, learners should identify at least two factors that contribute to their personal success within a variety of situations. Learners could keep a log of what they have identified and their thoughts and experiences that will form the basis for reflection and help them to prepare their assessment evidence in assessment criterion 5.2. They could be set a short practical task that will stretch them outside of their current range of experience or comfort zone. They will need

to reach agreement on what success means for them. The expectation is that, at this stage in the unit, they will have an awareness of their strengths and weaknesses and areas for improvement, and can identify something that they would like to achieve and equate with success. For assessment criterion 5.2, learners should describe at least ten skills and qualities they possess which will help them move into sustainable employment.

### **Essential resources**

There are no special resources needed for this unit.

### **Suggested reading/resources**

#### **Websites**

[www.jobs.ac.uk](http://www.jobs.ac.uk)

The careers advice section of this website provides a variety of useful articles.

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

Provides articles on a variety of topics, including an interpersonal skills self-assessment and communication skills.

## Unit 15: Developing Personal Skills for Leadership

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>14</b>

## Unit introduction

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

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

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



## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Know about the main features of leadership	1.1	Identify different types of leadership
		1.2	Outline main features of leadership
2	Know how to make decisions	2.1	Identify a decision that needs to be made about a task or situation
		2.2	Outline steps needed to make the decision
3	Know how to give instructions to members of a group	3.1	Identify instructions needed by members of a group to carry out an aspect of their tasks or activities
		3.2	Give instructions to group members
4	Know how to give and receive feedback about a task or activity	4.1	Give examples of when feedback was given about a task or activity to another group member
		4.2	Give examples of when feedback was received about a task or activity from another group member

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know about the main features of leadership</b>	
<b>1.1 Types of leadership</b>	Leaders in the widest context, e.g. prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others, e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership, e.g. sports team captains, prefects/monitors, leaders of project teams, leaders of social groups.
<b>1.2 Main features of leadership</b>	Responsibility for others, e.g. making sure other people carry out their tasks or meet goals; giving instructions, e.g. allocating work to others, telling people what they need to do; giving and receiving feedback, e.g. telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions, e.g. deciding on what the others need to do and how they should do it.
<b>Learning outcome 2: Know how to make decisions</b>	
<b>2.1 Types of decisions to be made</b>	For example making a decision in order to solve a problem, deciding on the best way of carrying out a task or activity, deciding which team member will do which activity.
<b>2.2 Steps needed to make a decision</b>	For example consider talents, skills and interests of team members and match them to requirements of the assignment before allocating tasks to individual team members, consider all appropriate solutions before deciding on the best way to solve a problem.
<b>Learning outcome 3: Know how to give instructions to members of a group</b>	
<b>3.1 Types of instructions</b>	For example, allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed.
<b>3.2 Giving instructions to others</b>	Ensuring instructions are clear and correct; giving instructions via most appropriate method of communication, e.g. written, verbal, a presentation; giving instructions in an appropriate way, e.g. at correct time and in a polite manner.

<b>What needs to be learned</b>
<b>Learning outcome 4: Know how to give and receive feedback about a task or activity</b>
<b>4.1, 4.2 Types of feedback</b>  Formal, e.g. written reports, appraisal; informal, e.g. verbal feedback to individuals, feedback to a team on performance of task.

## Further information for tutors and assessors

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### Delivery

Learners may find it helpful to be introduced to what leadership means in a wide context. Different types of leader can be anyone from politicians and well-known figures from business or industry to sports captains. This could be carried out in a group discussion in which the tutor asks learners to identify different types of leader. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. Learners would benefit from opportunities to discuss what they think a leader does (for example what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

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

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

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

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

This unit has particular links with Unit 16: Practising Leadership Skills with Others.

## **Assessment**

Evidence for assessment criteria 1.1 and 1.2 should come from a group discussion or group activity that shows the individual contribution of learners, or from an individual discussion with the tutor/line manager. This may take the form of a recorded discussion, video evidence etc. It may also be supported by written notes from learners or the tutor/line manager. Learners need to identify at least two different types of leadership and at least two main features of leadership.

In achieving assessment criteria 2.1 and 2.2, the tutor/line manager could support learners in identifying a decision (and how to make the decision) via individual discussion between learners and the tutor/line manager or in a group discussion. Evidence for assessment criteria 2.1 and 2.2 may take the form of a taped discussion, video evidence etc., or copies of written documents (flowcharts, lists etc.) in which learners identify a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. Learners are not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

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

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

## **Essential resources**

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

## **Suggested reading/resources**

### **Websites**

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

Provides career advice, including leadership skills.

[www.members.scouts.org.uk](http://www.members.scouts.org.uk)

The members' area of the Scouts website provides free downloadable resources on the topic of leadership skills.

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

Monster is a job-search site that also provides career advice, including leadership.

## **Unit 16: Working as a Volunteer**

<b>Level:</b>	<b>1</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>10</b>

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### **Unit introduction**

In this unit, learners will develop an understanding of the volunteer role and the skills required for different types of voluntary work. Learners will participate in a voluntary work activity.

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 give learners the opportunity to gain new skills that can be transferred 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. Learners will consider where volunteers are used and the skills required by volunteers in different areas of voluntary work. Learners will have the opportunity to carry out a voluntary activity in an area that interests them.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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	
1	Understand the role volunteers play in different volunteering situations	1.1	Identify different situations where volunteers are used
		1.2	Explain why the role of volunteers is important in different volunteering situations
2	Be able to undertake voluntary work	2.1	Identify the skills required for different types of voluntary work
		2.2	Complete a voluntary work activity according to a given brief



## Unit content

What needs to be learned	
<b>Learning outcome 1: Understand the role volunteers play in different volunteering situations</b>	
<b>1.1 Volunteering situations</b>	Volunteering roles, e.g. charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, Voluntary Services Overseas (VSO).
<b>1.2 Roles of volunteers in different situations</b>	Back office functions, e.g. sorting and pricing goods for a charity shop; customer-facing functions, e.g. serving in a charity shop, working on a stall during fundraising events; specialist roles, e.g. cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work.  <b>Importance of volunteers</b>  To provide expertise, time, extra help, new ideas; to respond in an emergency.
<b>Learning outcome 2: Be able to undertake voluntary work</b>	
<b>2.1 Skills for voluntary work</b>	General skills, e.g. cheerfulness, empathy, reliability, punctuality; communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental; specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness.
<b>2.2 Voluntary work</b>	Work that matches skills and interests, e.g. gardening for a person with a disability, helping at a youth club or uniformed youth organisation, helping at an animal sanctuary, craft activity in a residential home for elderly people.

## Further information for tutors and assessors

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### Delivery

The emphasis of this unit is to:

- make learners aware of the importance of voluntary work to all those involved
- develop an understanding of the range of skills required to take part.

Delivery methods could include tasks such as group work, research and presentations in which learners can explore a wide a range of volunteering situations. Case studies could help learners understand the skills required for different types of volunteering activities.

Learners could answer questions on a worksheet, identifying the skills that a volunteer needs. 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 fitness for outdoor work, and then report back to the rest of the group. Learners can design posters to show the generic 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.

In order to arrange a brief period of suitable voluntary work, tutorials will give tutors the opportunity to discuss the interests and skills of individual learners.

Tutors should provide learners with guidance about the voluntary work, the skills required, the timescale to complete the work and any supervision arrangements.

### Assessment

To meet assessment criterion 1.1, learners must identify at least three situations where volunteers are used. For assessment criterion 1.2, learners must provide a short explanation of why volunteers are important for the three situations they identified in 1.1.

For assessment criterion 2.1, learners 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 the criteria but must record all responses for verification purposes.

Learners could complete a log or diary to record the tasks completed in their voluntary work experience for assessment criterion 2.2. The supervisor of the voluntary work will verify learners' work.

### 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 learners time to gain the knowledge and experience needed to meet the learning outcomes.

## **Suggested reading/resources**

### **Websites**

<a href="http://www.knowhownonprofit.org">www.knowhownonprofit.org</a>	Provides knowledge and elearning for charities, social enterprises and community groups. It includes links to resources on volunteering and a study zone providing courses such as working for a charity. Membership fees may apply
<a href="http://www.ncvo.org.uk">www.ncvo.org.uk</a>	NCVO (The National Council for Voluntary Organisations) promotes the voluntary sector and volunteering. The website provides a variety of articles, research and ways to become involved.
<a href="http://www.vinspired.com">www.vinspired.com</a>	The UK's leading volunteering charity for 14–25-year-olds. It provides resources on volunteering, and ways to become involved.
<a href="http://www.voluntaryworker.co.uk">www.voluntaryworker.co.uk</a>	A reference source to volunteering in the UK and overseas.

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

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- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
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- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

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## Annexe A

### Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations (Uniformed) (last registration DD/MM/YYYY).

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 1	F														
Unit 2											F				
Unit 3												F			
Unit 4															
Unit 5														F	
Unit 6															
Unit 7															F
Unit 8								F							
Unit 9				F											
Unit 10					F										

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 11							F								
Unit 12										F					
Unit 13															
Unit 14													F		
Unit 15															
Unit 16			F												

### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit but new unit also contains new topic(s))



**April 2017**

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