



Pearson BTEC Level 1 Award in Personal Safety Awareness

Specification

Pearson BTEC Specialist qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 1 Award in Personal Safety Awareness (QCF)

The QN remains the same.

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

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Summary of Pearson BTEC Level 1 Award in Personal Safety Awareness specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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

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Purpose of this specification

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

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

1 Introducing Pearson BTEC Specialist qualifications

What are Pearson BTEC Specialist qualifications?

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

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Personal Safety Awareness
Qualification Number (QN)	601/1849/0
Regulation start date	25/10/2013
Operational start date	01/08/2014
Approved age ranges	14-16 16-18 19+
Credit value	2
Assessment	Pearson-devised assessment (onscreen testing)
Total Qualification Time (TQT)	20
Guided learning hours	18
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

Qualification number and qualification title

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

Objective of the qualification

The Pearson BTEC Level 1 Award in Personal Safety Awareness provides practical strategies to assist learners in dealing with personal safety in a wide range of circumstances. It is applicable to, and can be contextualised for, any learner whether in the workplace, college/school environment, or in a community setting.

It gives learners the opportunity to:

- learn about issues relating to the fear of crime, risks and how to minimise them, and how to respond in conflict situations
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the Pearson EDI Level 1 Award in Personal Safety Awareness (QCF). The single unit in this qualification is the same as the single unit in the predecessor qualification.

Progression opportunities through Pearson qualifications

Personal safety awareness is a transferable skill applicable to many areas of employment and to life in general. The Pearson BTEC Level 1 Award in Personal Safety Awareness could form the basis of progression to Pearson BTEC Level 1 or Level 2 qualifications in the Skilled for Life framework, or to Pearson BTEC qualifications in WorkSkills at Level 1 or Level 2. Learners can also progress to employment.

3 Qualification structure

Pearson BTEC Level 1 Award in Personal Safety Awareness

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	2
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Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	L/505/6882	Personal Safety Awareness	1	2	18

4 Assessment

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

Units	Assessment method
All units	Pearson-devised assessment: onscreen test

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval

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

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 Pearson BTEC qualifications is available at qualifications.pearson.com.

Approvals agreement

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

8 Quality assurance of centres

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

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

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

9 Programme delivery

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

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

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

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

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

10 Access and recruitment

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

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

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Learning outcomes

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

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

Unit amplification

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

Information for tutors

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

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

Unit 1: Personal Safety Awareness

Unit reference number: L/505/6882

Level: 1

Credit value: 2

Guided learning hours: 18

Unit aim

This unit aims to increase learners' personal safety awareness. It explores the issues that cause individuals to fear crime and considers how government and local community strategies may help to reduce fears of real and perceived dangers.

The unit encourages learners to identify risks to their personal safety and possessions in a variety of situations, and helps to develop a commonsense approach to minimising identified risks.

Learners will gain knowledge and understanding, enabling them to react appropriately in potentially threatening situations. The importance of promptly and accurately reporting and recording incidents is stressed, along with the benefits of reflecting on and learning from past experiences.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about issues relating to the fear of crime	1.1	State reasons why individuals fear crime	<ul style="list-style-type: none"> □ Already having been a victim of crime; increasing media coverage of crime; social media coverage; feeling powerless or isolated; feeling vulnerable; living in an area with high crime rates, experiencing anti-social behaviour; low level of policing; poor street lighting; perceived danger.
		1.2	Outline ways in which crime statistics may contribute to the fear of crime	<ul style="list-style-type: none"> □ Incidence; prevalence rate; demographics; types of crime; injuries sustained; detail of incidents; perpetrators of crime; rate of apprehension; emerging trends/behaviours; increase/decrease in crime; national/regional crime data; crime type; crime prevention; monthly rate of crime.
		1.3	Identify government and community actions which may reduce the fear of crime	<ul style="list-style-type: none"> □ Increased lighting; maintaining planted areas; repairing broken/vandalised facilities; CCTV; home security upgrades; regular patrols/high visibility of crime prevention agencies; crime awareness campaigns; neighbourhood watch; victim support; changes to policing roles; community engagement; local crime prevention and community safety surgeries; use of social media by community organisations and police; promotion of positive campaigns; reducing temptation to commit crime; increased reporting mechanism; access to support networks.

Learning outcomes		Assessment criteria		Unit amplification
2	Know potential risks to personal safety and possessions	2.1	Identify situations and actions that may put personal safety and possessions at risk	<ul style="list-style-type: none"> □ Situations and actions that may put personal safety at risk: being alone and/or in the presence of unknown people when visiting an unfamiliar area, travelling from one place to another, leaving/entering a building, lone working, going out socially, using public transport, using taxis; the effect of poor lighting, quieter areas, time of day or night; possessions on display in public or using a cash machine may tempt thieves; using the internet can lead to bullying/harassment via social networking websites, phishing emails, fraud when purchasing online. □ Personal possessions that could be at risk of theft: bags; camera; mobile phone; iPod/MP3; laptop, tablet; wallet/purse; car; keys; satellite navigation; debit/credit cards; money; identity cards/badges; passes.
		2.2	Identify risks to personal safety and possessions in a range of circumstances	<ul style="list-style-type: none"> □ Risks: theft; loss; harassment; bullying; inappropriate behaviour; mugging; robbery; identity theft; cloning of cards; bodily harm. □ Circumstances: travel; work; place of study; shopping; meetings; leisure activities; exercising; socialising.
3	Know how to minimise risks to personal safety and possessions	3.1	Describe actions that can be taken to minimise risks to personal safety	<ul style="list-style-type: none"> □ Actions: not carrying valuables; keeping mobile phones/laptop/tablet out of sight; chip and pin debit and credit cards; locks to doors and windows; mobile phone charged/with credit; personal alarms; secure services and facilities; where to sit on public transport; where to park car safely. □ Minimising risks by using and giving information: knowing correct routes, knowing environments; letting people know where you are going and with whom; reporting back; use of 'buddy' system. □ Minimising risks involving people: checking identities of callers at home/work; drug/drink awareness; meeting new people in public/open spaces; personal conduct. □ Minimising risks associated with the internet: email conventions; familiarising self with social networking procedures; safe buying and selling online; secure data transactions, buying from reputable sites; logging in/out.

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Describe actions that can be taken to minimise risks to personal possessions	<ul style="list-style-type: none"> □ Safe storage; keeping valuables out of sight; use of asset marking; do not use phones/laptops/tablets in public; do not leave windows/doors open; remove valuable items from cars; signing equipment in/out at work; secure lockers.
4	Know how to respond in threatening situations	4.1	Describe appropriate responses to threatening situations	<ul style="list-style-type: none"> □ Calming the situation/not being confrontational; controlling own anger; drawing attention to a situation; removing self from the situation; calling for help; avoiding inappropriate responses including fighting/aggression, panicking, shouting/screaming, swearing.
		4.2	Outline techniques used to defuse conflict	<ul style="list-style-type: none"> □ Staying calm; being assertive; listening to the person; assess the situation; identify escape routes; leave the situation; be prepared to call for help. □ Active and reflective listening skills; assertion; calming approach; diffusion; avoidance; negotiation; mediation; redirection of anger; reframing; support mechanisms; intermediary; non-threatening approach.
5	Know how to report and record incidents	5.1	Describe procedures used to record and report incidents	<ul style="list-style-type: none"> □ Procedures for reporting and recording; how and when to report incidents and occurrences; providing accurate information; preserving evidence; making statements; confidentiality. □ Who to report to: insurance companies, internet service providers, banks, card providers, police, victim support groups, manager, human resources department, union representatives, school or college, teachers/student representatives.
		5.2	Indicate how learning from experiences can improve personal safety	<ul style="list-style-type: none"> □ Learning from incidents and 'near misses'; assessing own behaviour; assessing support mechanisms; how to avoid similar situations in the future; sharing experiences with others; looking back at risk situations; identifying alternative responses; reviewing approaches/practice; personal alarms; methods of transport used; use of self-defence.

Information for tutors

Delivery

This unit aims to develop learners' understanding of the knowledge and skills they need to be able to take responsibility for their personal safety.

Learners should be taught in a way that applies the principles of a scenario-based approach, with scenarios reflecting the type of situations applicable to the majority of learners.

A range of facilitative methods can be used, including presentation, demonstration, group exercises, group discussion, guest speakers and scenarios. The programme need not necessarily cover the unit content in the order in which it is presented, and it is best to design it with an emphasis on the needs of the issues concerned.

It is a good idea to include at least one scenario for each of the following: recognising and minimising potential risks to personal safety and possessions; how to respond in conflict situations. The scenarios must be run and debriefed to provide learners with a working example of best practice and safe approaches to use.

Assessment

This unit is assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Textbooks

Anderson J – *Personal Safety: Know the Facts* (Wayland, 2008)
ISBN 9780750253888

Beck K and Beck K – *Assertiveness at Work: A Practical Guide to Handling Awkward Situations* (McGraw-Hill Professional, 2005) ISBN 9780077114282

Bolton R – *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts* (Simon & Schuster, 1986) ISBN 9780671622480

Ross R – *Teach Yourself Personal Safety and Self Defence* (Teach Yourself, 2007)
ISBN 9780340929155

Websites

Freedom Personal Safety www.freedompersonalsafety.co.uk

Metropolitan Police <http://content.met.police.uk/Site/crimepreventionpersonalsafety>

National Mobile Phone Crime Unit www.nmpcu.police.uk

Suzy Lamplugh Trust www.suzylamplugh.org

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
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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

14 Professional development and training

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

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

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