Pearson
BTEC Award in Teamwork and Personal Development in the Community at SCQF Level 5

Pearson
BTEC Certificate in Teamwork and Personal Development in the Community at SCQF Level 5

Pearson
BTEC Diploma in Teamwork and Personal Development in the Community at SCQF Level 5

Specification

BTEC Specialist qualification

First teaching July 2016

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Contents

Purpose of this specification

The purpose of a specification as defined by SQA Accreditation 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 BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available across a range of sectors, and from Entry to Level 7 on the Scottish Credit and Qualifications Framework (SCQF). They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Specialist qualifications on the SCQF have assigned credit points.

Credit points indicate how much time it takes, on average, to complete a qualification or learning programme. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures.

2 Qualification summary and key information

Qualification title	**Pearson BTEC Award in Teamwork and Personal Development in the Community at SCQF Level 5**
SCQF award code	R489 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	01/07/2016
Approved age ranges	14-16 16-18
SCQF credit points	11
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	69
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 our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification title	**Pearson BTEC Certificate in Teamwork and Personal Development in the Community at SCQF Level 5**
SCQF award code	R490 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	01/07/2016
Approved age ranges	14-16
	16-18
SCQF credit points	20
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	138
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 our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification title	**Pearson BTEC Diploma in Teamwork and Personal Development in the Community at SCQF Level 5**
SCQF award code	R491 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	01/07/2016
Approved age ranges	14-16
	16-18
SCQF credit points	45
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	317
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 our access and recruitment policy (see *Section 10 Access and recruitment*).

SQA award code and qualification title

The qualification title, unit titles and SQA award code 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.

Qualification objective

The Pearson BTEC Award, Certificate, and Diploma in Teamwork and Personal Development in the Community at SCQF Level 5 have been designed for learners who are working in the community or are looking to work in the community, either in a voluntary capacity or through employment. These qualifications can be taken alongside training provided within the voluntary sector or within uniformed organisations. Many who enter the voluntary sector will have had limited success in formal qualifications in the past. These qualifications will allow them to work towards a nationally recognised accredited BTEC qualification alongside training and development in a specific context that they have chosen. It will allow many young people opportunity to progress to Level 3 qualifications and beyond – something they would not otherwise have been able to achieve.

These qualifications have been designed to give learners the opportunity to:

- develop knowledge related to the voluntary sector
- develop skills that are valuable for those working in the community, many of which are the skills valued by employers
- achieve a nationally-recognised SCQF Level 5 qualification
- develop own personal growth and engagement in learning.

Relationship with previous qualifications

These qualifications are not direct replacements of any other Pearson BTEC qualifications.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Award, Certificate and Diploma in Teamwork and Personal Development in the Community at SCQF Level 5 can progress to existing Pearson SCQF Level 6 qualifications within mainstream education or work in the community within uniformed organisations.

Industry support and recognition

These qualifications are supported by Skills for Justice, the Sector Skills Council for Fire and Rescue Services, the Armed Forces, Local Government and Law.

3   Qualification structures

Pearson BTEC Award in Teamwork and Personal Development in the Community at SCQF Level 5

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

Minimum number of credit points that must be achieved	11
Number of mandatory credit points that must be achieved	6
Number of optional credit points that must be achieved	5

Unit	Unit code	Mandatory unit	SCQF Level	Credit points	Guided learning hours
1	UJ16 04	Teamwork and Communication Skills	5	6	38
		Optional units			
2	UJ17 04	Employment Skills in Uniformed Organisations	5	5	31
3	UJ18 04	Career Planning and Self-Assessment for Uniformed Organisations	5	5	34
4	UJ19 04	Improving Health and Fitness in Uniformed Organisations	5	10	70
5	UJ20 04	Personal Development through Adventurous Activities	5	9	70
6	UJ21 04	Land Navigation by Map and Compass	5	9	69
7	UJ22 04	Expedition Skills	5	10	78
8	UJ23 04	Fundamentals of Nautical Studies	5	10	70
9	UJ24 04	Volunteering	5	10	70
10	UJ25 04	Citizenship, the Individual and Society	5	10	78
11	UJ26 04	Community and Cultural Awareness	5	10	76

Pearson BTEC Certificate in Teamwork and Personal Development in the Community at SCQF Level 5

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

Minimum number of credit points that must be achieved	20
Number of mandatory credit points that must be achieved	6
Number of optional credit points that must be achieved	14

Unit	Unit code	Mandatory unit	SCQF Level	Credit points	Guided learning hours
1	UJ16 04	Teamwork and Communication Skills	5	6	38
		Optional units			
2	UJ17 04	Employment Skills in Uniformed Organisations	5	5	31
3	UJ18 04	Career Planning and Self-Assessment for Uniformed Organisations	5	5	34
4	UJ19 04	Improving Health and Fitness in Uniformed Organisations	5	10	70
5	UJ20 04	Personal Development through Adventurous Activities	5	9	70
6	UJ21 04	Land Navigation by Map and Compass	5	9	69
7	UJ22 04	Expedition Skills	5	10	78
8	UJ23 04	Fundamentals of Nautical Studies	5	10	70
9	UJ24 04	Volunteering	5	10	70
10	UJ25 04	Citizenship, the Individual and Society	5	10	78
11	UJ26 04	Community and Cultural Awareness	5	10	76

Pearson BTEC Diploma in Teamwork and Personal Development in the Community at SCQF Level 5

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

Minimum number of credit points that must be achieved	45
Number of mandatory credit points that must be achieved	6
Number of optional credit points that must be achieved	39

Unit	Unit code	Mandatory unit	SCQF Level	Credit points	Guided learning hours
1	UJ16 04	Teamwork and Communication Skills	5	6	38
		Optional units			
2	UJ17 04	Employment Skills in Uniformed Organisations	5	5	31
3	UJ18 04	Career Planning and Self-Assessment for Uniformed Organisations	5	5	34
4	UJ19 04	Improving Health and Fitness in Uniformed Organisations	5	10	70
5	UJ20 04	Personal Development through Adventurous Activities	5	9	70
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8	UJ23 04	Fundamentals of Nautical Studies	5	10	70
9	UJ24 04	Volunteering	5	10	70
10	UJ25 04	Citizenship, the Individual and Society	5	10	78
11	UJ26 04	Community and Cultural Awareness	5	10	76

4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

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

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

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.

6 Centre resource requirements

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

- 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 in place appropriate health and safety policies relating to the use of equipment by learners.

- 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 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

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 BTEC qualifications is given on our website.

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 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, 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.

9 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

- 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.

10 Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are available on our website.

12 Units

Units have the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA Register of Qualifications.

SCQF level

All units and qualifications within the SCQF have a level assigned to them. There are 12 levels of achievement, from Level 1 to Level 12. The SCQF Level Descriptors inform the allocation of the level.

Credit points

Each credit point represents an average of 10 hours learning. When a learner achieves a unit, they gain the specified number of credit points.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

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.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Teamwork and Communication Skills

Unit code:	**UJ16 04**
SCQF level:	**5**
Credit points:	**6**
Guided learning hours:	**38**

Unit aim

The aim of this unit is to enable learners to develop an understanding of teamwork and communication skills and a variety of methods of instruction. Learners will also explore teamwork and communication skills via hands-on activities, enabling them to meet the needs of uniformed organisations.

Essential resources

Sufficient resources should be available to enable learners to achieve this unit. They should have contact with instructors from the appropriate uniformed organisations and access to the internet should be provided.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the purpose and importance of teamwork and communication skills	1.1	Identify teamwork and communication skills	□ *Teamwork and communication skills:* including communication; teamwork; professional and personal skills, e.g. punctuality, pride of appearance, behaviour, timekeeping; discipline; problem solving; cooperation; conflict management
		1.2	Describe the importance of teamwork and communication skills using examples from contrasting uniformed organisations	□ *Importance of teamwork:* e.g. achieving organisational objectives; camaraderie; teamwork within organisational structures; command and control
2	Understand effective communication methods of instruction in uniformed organisations	2.1	Explain the qualities of an effective instructor	□ *Qualities of a good instructor:* confidence; manner; ways of speaking, moving and appearance during lesson; attitude; firm/fair/friendly; diligence; enthusiasm and interest in the subject
		2.2	Demonstrate effective instruction skills	□ *Facts/skills:* for instruction – time, parts and content, notes, beginning, preliminary instruction, introduction, objective, reason why and incentive; middle teaching points; Explain – Demonstrate – Imitate – Practise (EDIP); end of lesson; summary; handouts

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use a range of interpersonal communication skills	3.1	Contribute effectively to different team-building activities	□ *Team building:* participation in team activities; team-building exercises; sporting events and outdoor group activities; characteristics within teams
		3.2	Use appropriate terminology within a given scenario	□ *Terminology for uniformed organisations:* abbreviations, glossary of terms, communicating in the context of uniformed organisations e.g. language such as refs in, refs out, eyeball, sit rep, in situ, ten nine, pnc, vrm
		3.3	Use interpersonal skills to effectively communicate with personnel in a given scenario	□ *Reading*: relationship to uniformed organisations: skimming, scanning and detailed reading of documents; barriers to effective reading
				□ *Writing*: relationship to uniformed organisations: structure and format of letters to personnel, internal memorandums; report writing; note taking; email
		3.4	Report on the effectiveness of various methods of interpersonal communication	
				□ *Verbal communication*: relationship to uniformed organisations: one-way/two-way communication, questioning skills, tone, emphasis, audience awareness, use of jargon, abbreviations, participating in group discussions; verbal presentations of basic information; barriers to verbal communication in situations
				□ *Listening*: relationship to uniformed organisations: effective listening skills; information collation; receiving orders and direction; barriers to effective listening
				□ *Non-verbal communication:* body language; gesture; facial expressions; eye contact; posture

Information for tutors

Delivery

This unit should be mainly practical, allowing learners to demonstrate and develop teamwork and interpersonal skills. To achieve this, learners will need to be given the opportunity to participate in a range of teamwork/team-building activities. Learners will also need to be given appropriate underpinning knowledge to help them identify and develop these skills.

Delivery of the content for learning outcome 1 should involve the full range of teamwork and communication skills as well as showing learners the importance of teamwork, incorporating the qualities listed in the content and the relevant skills as they occur. Communication skills are mainly oral; however, written communication skills will also be required. These should be taught at an early point in the unit. This will link directly to the requirements of other learning outcomes.

Learning outcome 2 can be delivered using at least three approaches. Tutors can input information relative to the methods of instruction; however, it is important to ensure that this is at the right level – learners who are not at a supervisory level need to learn about the basics only. Another approach can be to allow learners to research the organisation they are interested in, both inside and outside their immediate learning environment. A third approach to the delivery of this knowledge can be to combine the previous two approaches and then to facilitate learners in practising instructional methods themselves within their peer or similar group.

When using scenario-based training it is important to ensure that all angles have been considered. For example, conflict management scenarios are very effective. However, care must be taken in dealing with conflict scenarios as emotions could run high and may result in issues that endanger both learner and tutor. As all teamwork can involve conflict if not carefully managed, this area of delivery is very important.

Learning outcome 3 can be delivered through the use of practical activities, which require learners to use a range of interpersonal communication skills. Through the use of a variety of documents, such as reports and news articles, learners can practise the different methods of reading, for example skimming and scanning. It may be possible to further the development of writing skills through various assessment methods in this unit.

The delivery of learning outcome 3 can be used to support learning in the other learning outcomes – for example, listening, non-verbal communication and specialist terminology may be covered during the delivery of learning outcome 2.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

A number of assessment activities can be used to measure the achievement of learning outcomes in this unit.

Assessment evidence may be in the form of assignments, research projects, production of effective notes/reports, participation in team activities and presentations.

To show knowledge of the purpose and importance of teamwork and communication skills, learners will collate and present their research into two contrasting uniformed organisations. To achieve 1.1, learners must be able to identify a range of teamwork and communication skills.

To achieve 1.2, learners will describe the purpose and importance of these skills using two contrasting uniformed organisations. For example, learners may describe the importance of teamwork and communication skills between the organisations and identify which are most important in which organisation and why.

To achieve 2.1, learners will need to explain the qualities of an effective instructor and how they are used. This can be done in a variety of ways, including written assessment or taking a more practical approach by asking learners to verbally explain the qualities and how they are used.

For 2.2, learners must demonstrate effective instructional skills in a number of practical activities that can be captured in a variety of ways to provide sufficient evidence for learners. Video can be used to record learners' assessments, for example when they are instructing others. If this mode of assessment is used it is important to annotate and reference this in the written feedback to the learner. Copies of both the annotation and the notes should be available.

To achieve 3.1, learners are required to contribute to at least five different teambuilding activities. A suitable assignment could include learners keeping a diary of different teamwork activities undertaken. The diary could identify any skills used or developed by the learner.

To achieve 3.2, learners could participate in a number of varied activities/role plays that have allowed them to use correct terminology in a given scenario. This will then provide naturally occurring evidence they can put towards 3.3 where they are required to use interpersonal skills and to communicate with personnel in a given situation. From this they could keep a log of their performance in the different activities/role plays that will form the basis of their evidence for 3.4 where they can report on the effectiveness of the various methods they have used.

Suggested resources

Books

Jay R – *How to Build a Great Team* (Prentice Hall, 2002) ISBN 9780273663232

Murdock A – *Personal Effectiveness* (Butterworth-Heinemann, 2002) ISBN 978075065221

Unit 2:   Employment Skills in Uniformed Organisations

Unit code: UJ17 04

SCQF level: 5

Credit points: 5

Guided learning hours: 31

Unit aim

This unit aims to give learners an understanding of employment opportunities in the uniformed and wider organisations. It also enables them to develop knowledge of the main roles and conditions of service and an understanding of their main responsibilities.

Essential resources

Sufficient library resources, including books, journals, careers leaflets and videos, should be available. It is recommended that learners have access to the internet and to recruitment officers from the appropriate uniformed organisations.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main roles of different uniformed organisations	1.1	Outline the main purpose of contrasting uniformed organisations	□ *Emergency services cadets*: police; fire; ambulance □ *The armed forces cadets*: army; Royal Navy; Royal Marines; Royal Air Force □ *Other uniformed organisations:* e.g. scouting movement, church groups, community groups □ *Purpose:* organisational objectives; mission statements □ *Roles:* supporting when dealing with events; routine work; humanitarian work; disaster relief; working with local communities
2	Understand the main responsibilities of different uniformed organisations	2.1	Describe the main responsibilities of contrasting uniformed organisations	□ *Responsibilities of different uniformed organisations:* accountability, legal, professional and political; performance indicators, e.g. what they are, examples, effect on work; response to change, diversity; responsibility to public, including value for money, spending grants and donations wisely
3	Understand the different employment opportunities available in the uniformed organisations	3.1	Understand the different employment opportunities available in the uniformed organisations	□ *Uniformed organisation work:* range of routine work undertaken; daily work routine; administrative work; work with other organisations and the public services; community work; implications of working in uniformed organisations on a personal level; positive and negative aspects of working in the services; examples of recent humanitarian work; roles at incidents □ *Range:* different operational jobs, e.g. youth worker, scout leader, officer in the Royal Navy Reserve, Territorial Army

Learning outcomes	Assessment criteria	Unit amplification
4	Know the conditions of service for different uniformed organisation jobs	4.1	Describe the current conditions of service for contrasting uniformed related organisations	□ *Conditions of service:* salary structure; holiday entitlement; benefits, e.g. gym use, accommodation, private medical insurance; retirement age; pension arrangements; sick pay; maternity/paternity provisions; postings; shift patterns; contracted hours; access to ongoing training; education

Information for tutors

Delivery

This unit can be brought alive for learners through visits to uniformed organisations, visiting speakers, case studies and videos/DVDs showing the uniformed services in action. There are also many 'fly on the wall' TV programmes showing real-life action in the organisations. Contact with staff from the uniformed organisations is essential and this can be achieved by arranging for speakers or teams to visit centres and through learner visits to uniformed organisations. Some uniformed organisations may be able to offer residential visits.

Careers personnel from the individual organisations can be invited into the centre to talk to learners. It is vital, however, to impress upon the visiting speaker that this is not a recruitment opportunity but to widen perception of careers and training offered by the uniformed organisations. Any visiting speakers should be briefed to ensure that the required information, as specified in the learning outcomes, forms the basis of their presentation.

It is important to introduce learners to the main roles and responsibilities of all the uniformed organisations to expand their perception of them, and they should be made aware of the 'contrasting' organisations and be encouraged to look at a range. Learners should also be encouraged to investigate the work of the organisations – this information can be found on their individual websites. It will be essential, however, for the tutor to pull all of this together to enable learners to see where the responsibilities of each organisation lie and how they are accountable for everything they do.

When working with learners on the different job opportunities and conditions of service for such jobs, visits to local careers services, visiting speakers and case studies could be used. There is a possible danger of learners bombarding the uniformed organisations from all directions for the same information. This obviously should be avoided – most organisations are more than willing to pass on information packs or similar to the tutor for use in the centre.

Personal research could be encouraged through integrated learning technology, for example uniformed organisation websites, CD ROMs and videos produced by uniformed organisations or through printed resources, careers leaflets, textbooks and journals.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

A number of strategies can be employed to measure the achievement of learning outcomes in this unit, perhaps in the form of assignments, research projects, verbal presentations, role play, group discussions etc.

Suitable assignments include learners producing an information pack or making a presentation on their chosen organisation. Helping at or preparing materials for a careers office or careers exhibition scenario would obviously be suitable here. To meet the pass criteria the assignment brief should guide learners to research and provide information from two contrasting uniformed organisations. They will therefore need to know the meaning of 'contrasting organisations'.

To achieve 1.1 learners are required to outline the main purpose and roles of two contrasting uniformed organisations. Organisational objectives, mission statements and any specific legislation relating to these organisations should be included here.

For 2.1, learners should describe the main responsibilities of each of those services and how and to whom each organisation is accountable (for example, central government, local government, executives). This information is likely to be available on the organisation's website in the form of strategic plans and annual reports.

For 3.1, learners need to investigate and outline the employment opportunities available in different uniformed organisations. This could include visiting the organisations' websites or inviting speakers from the various organisations. Learners will need to describe the work involved in a chosen uniformed organisation job role.

For 4.1, learners should describe the conditions of service and training involved for two jobs within contrasting uniformed organisations.

Suggested resources

Books

Gray D and Lilley T et al – *BTEC Level 2 First Public Services Student Book* (Pearson, 2010) ISBN 9781846907210

Gray D and Lilley T et al – *BTEC Level 2 First Public Teacher Resource Pack* (Pearson, 2010) ISBN 9781846907227

Unit 3:   Career Planning and Self-Assessment for Uniformed Organisations

Unit code:	**UJ18 04**
SCQF level:	**5**
Credit points:	**5**
Guided learning hours:	**34**

Unit aim

This unit aims to enable learners to gain knowledge and understanding of applying and preparing for a job in their chosen uniformed organisation. The unit also enables learners to develop the skills needed in uniformed organisations to prepare for an application process.

Essential resources

It is vital that learners have access to the internet to carry out their research into different uniformed organisations and the range of employment opportunities those organisations offer.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the application and selection process for uniformed organisation employment	1.1	Describe the current entry requirements for jobs in contrasting uniformed organisations	□ *Entry requirements:* educational, physical, medical and other requirements
		1.2	Describe the application and selection process for contrasting jobs in uniformed organisations	□ *Application process:* entry requirements – educational, physical, medical and other requirements; application forms – types of forms and the requirements for completing forms including online applications; letters of application, personal statements and supporting information; CV – different formats, essential information, good and bad practice
				□ *Selection process:* types and purpose of psychometric tests; equal opportunity – ensuring diversity in recruitment; physical fitness tests; other types of selection tests including competency questions, basic skills tests, simulations and presentations; types of interview; dress code; preparation for interview, e.g. arrangements, potential questions, research; interview skills
2	Know the skills and qualities required for a job in the uniformed organisations	2.1	Describe the different skills and qualities required for a specific job in the uniformed organisations	□ *Required skills:* e.g. teamwork, cooperation, communication, problem solving, achieving aims, working with others; interpersonal skills, e.g. reading, writing, speaking, listening; non-verbal communication, e.g. body language, gestures, facial expressions, eye contact, posture; organisational skills; ICT skills
				□ *Required qualities:* e.g. honesty, integrity, reliability, punctuality, commitment, positive attitude to work, concern for others
				□ *Roles:* e.g. youth worker, scout leader, officer in the Royal Naval Reserve, Territorial Army

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to complete an application for a role in a chosen uniformed organisation	3.1	Carry out a personal skills audit for a specified job in a uniformed organisation	□ *Skills audit:* identify personal strengths, weaknesses, areas of development □ *Improve/develop own skills:* training, educational, physical, interpersonal □ *Skills map:* map own skills to job role □ *Action plan*: identify goals; identify actions; set tasks; set timescales
		3.2	Complete an application for a job in a specific uniformed organisation	□ *Application:* completion of application process for chosen uniformed organisation role, e.g. CV, letter of application, application form, competency questions, fitness test, basic skills test as appropriate to the chosen role

Information for tutors

Delivery

It is important that learners are given the opportunity to investigate the entry requirements for different uniformed organisation jobs to enable them to make decisions about their career choice and how to prepare an application.

Careers officers from the individual organisations can be invited into the centre to talk to learners about entry requirements and the skills required. However, it should be pointed out to the visiting speaker that this is not a recruitment opportunity but to help learners prepare for application to the organisations.

Information and recruitment packs can be obtained from many of the uniformed organisations (both in printed media and online) so tutors may already have the information that learners need to complete their application.

Learners should be given the opportunity to examine a variety of application forms and could practise completing them. Application forms for the uniformed organisations are sometimes quite lengthy and often require learners to talk about themselves and describe when they have demonstrated certain skills and competences. Young people usually find this quite difficult, so tutors could guide them and allow them to practise. In some cases the specific uniformed organisations will not provide copies of application forms and for many uniformed organisations the application process is now online – if this is the case, tutors should devise their own generic application form for learners to complete.

Learners should also be asked to produce CVs and to practise completing competency-based questions and psychometric tests. Equal opportunities policies could be downloaded from different uniformed organisation websites for learners to examine and compare when looking at ensuring diversity in recruitment.

Identifying the skills and qualities required for uniformed organisations is an important part of this unit and it can be reinforced through other units on the programme, for example *Unit 1: Teamwork and Communication Skills*. Uniformed organisation websites should be used to assist with this task. Learners should be encouraged to recognise when they have demonstrated any of these particular skills.

Tutors should give guidance to learners on carrying out a personal skills audit and an individual action plan. Learners are expected to carry out a skills audit identifying their strengths and weaknesses against a particular job. From this, learners can produce an action plan of how they could work towards meeting the requirements for their identified job.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

A careers exhibition scenario might be suitable for the assessment of this unit.

To achieve 1.1 learners are required to describe the current entry requirements for two different jobs in uniformed organisations. For 1.2, learners must describe the different application and selection processes for two jobs in uniformed organisations. Evidence for 1.1 and 1.2 could take the form of written leaflets or posters or verbal presentations.

For 2.1, learners are asked to identify the skills required for a job in a uniformed organisation – this could be evidenced in written form, or verbally, for example during a group discussion. Learners should be encouraged to recognise and record where they have demonstrated any of the identified skills, either through their programme or through paid or voluntary work as evidence for 3.1. Signatures should be obtained from a tutor or supervisor.

For 3.1, learners are required to self-evaluate, looking at their skills levels, and to produce their own individual skills audit for a given role in a uniformed organisation. Learners generally find any form of self-evaluation quite difficult, so tutors could prepare worksheets for them to complete to help them with this task.

Finally, for 3.2, learners should complete an application process for their chosen uniformed organisation role. The tutor will agree the role with the learner in advance. This will then enable the tutor to advise each learner of the specific evidence they will need to present to meet the application requirements of that job role.

Suggested resources

Website

Careers advice   www.nationalcareersservice.direct.gov.uk

Unit 4: Improving Health and Fitness in Uniformed Organisations

Unit code:	**UJ19 04**
SCQF level:	**5**
Credit points:	**10**
Guided learning hours:	**70**

Unit aim

This unit aims to enable learners to gain knowledge of the major body systems and an understanding of the effects of basic nutrition and lifestyle factors for participation in uniformed organisations. It also develops learners' skills in taking part in fitness tests and improving their personal health.

Essential resources

Sufficient resources should be available to enable learners to achieve this unit. Learners should have contact with instructors from the appropriate uniformed organisations and access to the internet.

Access to a sports hall, fitness training and fitness testing equipment is an essential part of the delivery of this unit. Staff must be qualified to the relevant level to lead practical sessions. Sufficient library resources should be available to enable learners to achieve the level of knowledge required 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 the major body systems associated with a healthy lifestyle	1.1	Define key terms associated with a healthy lifestyle	□ *Definitions and explanations:* fitness; health; wellbeing; nutrition; lifestyle
		1.2	Describe the effects of exercise on the body systems associated with health	□ *Body systems:* major systems associated with health and fitness – skeletal, muscular, respiratory, cardiovascular; structure and function □ *Effects of exercise on the systems:* short-term effects; raised heart rate, increased respiration, blood flow; long-term effects; lowered heart rate, lowered blood pressure, improved strength, improved muscle tone; effects on stamina, weight, cholesterol, digestion □ *Effects of lifestyle on the systems:* short-term effects of stress, drugs, alcohol, smoking, sleep; long-term effects
		1.3	Outline the health benefits of exercise	□ *Benefits of exercise*: physical, mental and social

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the effect of basic nutrition and lifestyle factors on fitness	2.1	Keep a detailed personal food and lifestyle diary	□ *Food diaries:* type of food, timings, amounts, feelings; the 'eatwell' plate; food myths
		2.2	Explain the effect of basic nutrition and lifestyle factors on fitness	□ *Nutrition:* food groups – carbohydrates, sugar, proteins, fats, vitamins, minerals, fibre, water, iron levels
				□ *Diet: what is diet; types of diets (e.g. vegan); healthy eating; balanced diet; eating for an active lifestyle*
				□ *Lifestyle:* diet; active lifestyle; exercise, planned, occasional, casual; sport; addiction, drugs, alcohol, smoking; long-term and short-term effects on fitness
				□ *Impact of good and bad nutrition:* hypoglycaemia; diabetes; obesity; cholesterol; blood pressure; heart disease
				□ *Effects on fitness:* nutrition awareness; physical efficiency, maintains good health
3	Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations	3.1	Describe different methods of fitness testing in contrasting uniformed organisations	□ *Components of fitness:* skill-related fitness; health-related fitness; strength; speed; muscular endurance; cardiovascular endurance; flexibility; agility; coordination; reaction time
		3.2	Participate in recognised fitness tests effectively	□ *Testing methods:* performance testing; test protocol; purpose of tests, strength, stamina; content of tests, multi-stage fitness test, sit-ups, press-ups, 1.5-mile run
				□ *Reasons:* assess current levels; monitor; progression; set goals; motivation; feedback from training programme; benchmark after returning from injury; use of repeat tests to establish gains; annual fitness checks

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to participate in a personal health improvement programme	4.1	Plan a suitable personal health improvement programme	□ *Personal health improvement programmes:* nutrition; fitness; lifestyle factors □ *Target setting:* SMART – specific, measurable, achievable, relevant, time □ *Training:* FITT – frequency, intensity, type, time; types of training methods; continuous training – running; swimming, cycling; cross training; circuit training; weightlifting □ *Programme design:* SPORT – specific, progressive, overload, relevant, time
		4.2	Participate in a personal health improvement programme effectively	□ *Review:* feedback from tutor; feedback from uniformed organisation personnel; feedback from peers; against original targets; set new targets

Information for tutors

Delivery

This unit should be as practical as possible, allowing for the development of personal health improvement. Learners should be encouraged to formulate and follow a personal health improvement programme with regular fitness testing to ensure progression of fitness occurs. However, equal opportunities must be given to learners who may experience difficulties in some activities.

Initially, learners will require guidance in preparing for fitness programmes and training techniques; however, towards the end of the unit they should work independently to some extent. The use of sports facilities and fitness suites is a distinct advantage in the quality of provision for this unit; the practical element can be delivered through links with the uniformed organisations.

The theoretical element of the unit should give learners an understanding of the principles of fitness, basic anatomy, lifestyle factors and nutrition. Portfolio work and worksheets are a good format to adopt when delivering this area of work.

The section on diet should be approached with care so as not to go into too much academic depth, but also to avoid too much emphasis on 'fad' diets and 'scaremongering' media reports. There is a range of websites relating to the 'eating right pyramid'. These provide useful information which the tutor can draw upon for use in handouts or the equivalent. From this tutors can move naturally on to the impact of good and bad nutrition and the effects of individual lifestyles on health and fitness. It would be useful to have the support and input of nutritional experts, but they should be asked to avoid going into too much depth.

Learning outcomes 3 and 4 follow naturally one from another. Both of these are practical outcomes with theoretical support. Tutors should access fitness tests for use with their learners. It is good practice to introduce learners to more than one test. Learners can then see the differences in levels between the tests.

Having tried out the various tests, learners could develop a personal health development programme suited to their individual needs. The theoretical input should be used to help the development of their individual programmes, with learners identifying how their programme links to the training, design and application and how they are ensuring health and safety.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

A number of assessment strategies and activities can be used to measure the achievement of the learning outcomes and grading criteria for this unit. Evidence in the form of assignments, research projects, case studies, practical fitness tests and fitness programmes could be used.

For 1.1, learners are required to define the key terms associated with the body system and health and fitness.

To achieve 1.2 and 1.3 learners could be assessed through theoretical evidence provided in the form of leaflets and posters suitable for display in a fitness centre, giving clients a basic understanding of the effects and benefits of exercise on the body's systems.

For 2.1 and 2.2, learners could be assessed through the recording of personal nutritional information mapped against recommended intake. This information regarding lifestyle and nutrition and the impact on the individual's fitness will give learners a better understanding of the effect on them and their performance. The suggested scenario gives a framework for placing this within the vocational context of a potential recruit to a uniformed organisation.

Outcomes 3.1 and 3.2 could be assessed together. Learners start by identifying the methods of fitness and the testing methods used. They are then expected to undertake a fitness test and use the results as an indicator of their personal fitness.

This could be used as the basis for starting to plan their personal health development training programme for 4.1 and as a reference when assessing their progress and development within the programme itself. Learners should be encouraged to keep a log. 4.2 follows on from 4.1 and requires the learner to take part in a personal health improvement programme that they have planned.

Suggested resources

Books

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

Scott T – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506377

Stear S – *Fuelling Fitness for Sports Performance: Sports Nutrition Guide* (The Sugar Bureau, 2004) ISBN 9780950144313

Wesson K and Wiggins N et al – *Sport and PE* (Hodder & Stoughton, 2000) ISBN 9780340772430

Websites

Food Standards Agency   www.food.gov.uk

NHS Choices   www.nhs.uk/livewell/healthyeating/pages/ healthyeating.aspx

Unit 5: Personal Development through Adventurous Activities

Unit code: UJ20 04

SCQF level: 5

Credit points: 9

Guided learning hours: 70

Unit aim

This unit will give learners the opportunity to investigate the benefits of adventurous activities and to practise and review their skills and techniques in an outdoor environment.

Essential resources

Sufficient resources should be available to enable learners to achieve this unit. Learners should have contact with instructors from the appropriate uniformed organisations and access to the internet should be provided.

Leaders of practical elements for this unit should be qualified to run the adventurous activities and contact can be made with a number of uniformed organisations or community groups.

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 organisations that provide adventurous activities	1.1	Describe a range of adventurous activities provided by organisations	□ *Adventurous activities:* e.g. hill walking; mountaineering; orienteering; rock climbing; abseiling; caving; potholing; camping; canoeing; kayaking; white water rafting; sailing; windsurfing; mountain biking; off-road cycling; pony trekking; skiing; residential
				□ *Organisations providing adventurous activities:* AALA; Countryside Agency; governing bodies; army, National Trust; private businesses
				□ *Projects that use adventurous activities:* e.g. Prince's Trust; Duke of Edinburgh's Award; cadet groups; voluntary organisations; youth clubs; Scout and Guide associations; community projects; Armed Service Look at Life courses; YMCA; YHA
2	Know the factors relating to outdoor adventurous activities	2.1	Describe a range of factors relating to adventurous activities	□ *Benefits:* e.g. skill development; self-confidence; teamwork; fitness; enjoyment; sense of achievement; benefits to organisation; benefits to uniformed organisations; benefits to individual groups
				□ *Environmental factors:* e.g. erosion; pollution; Countryside Code; CRoW Act 2000; rights of way
				□ *Safety factors:* e.g. health and safety; risk assessments; first aid; staff qualifications; correct clothing; working with children including children's safety, Criminal Records Bureau (CRB) check

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to participate in outdoor adventurous activities	3.1	Participate in appropriate outdoor adventurous activities	□ *Responsibilities:* e.g. consent forms; insurance; staff qualifications; contingency plan for bad weather; residential opportunities; group equipment; personal equipment; nutrition and drink; transport and travel; ability of individuals; conduct; ethics; funding, trips and visits, staffing, security of premises, child protection, record keeping □ *Review:* specific; measurable; achievable; realistic; time bound (SMART targets); strengths; areas for improvement; most challenging; new activities
4	Be able to review the adventurous activities	4.1	Review the outdoor adventurous activities undertaken	□ *Involvement of uniformed organisations:* purpose; types of projects including support for disabled people, disadvantaged people; elderly, young offenders, non-attendees at school; uniformed organisation involvement; advisory roles; reduction of crime; speakers; charity; benefits to the uniformed organisations □ *Uniformed organisation projects:* youth projects intended to give young people opportunities to participate in adventurous activities; developing personal skills and abilities; how adventurous activities are used to develop skills; community projects to give participants of all ages opportunities to take part in activities, e.g. walks, outdoor activities for the disabled, athletics, caving
		4.2	Review the involvement of uniformed organisations in a range of adventurous activities	

Note: Learners may not use the same evidence of achievement for this unit for Unit 7: Expedition Skills.

Information for tutors

Delivery

This unit should be mostly practical, encouraging learners to participate in outdoor adventurous activities individually and in teams, as well as in the different youth and community groups and national projects such as the Duke of Edinburgh's Award. Learners would benefit from visits to different groups, a residential stay or attendance on one of the armed forces' 'Look at Life' courses.

Learners will also benefit from listening to visiting speakers. Uniformed organisations are very proud of their involvement in outdoor adventurous activities and with youth and community groups, but tutors will need to plan in advance for a visit or for speakers to attend as demand is high.

For learning outcome 1 learners must research the whole range of outdoor adventurous activities, especially those in which uniformed organisations participate, and all the national and local organisations that provide such activities. This will lead on to the various projects that are set up for learners to participate in. From this research learners will need to understand the extremely important safety factors that need to be considered before, during and after activities take place for learning outcome 2. A trip into the outdoors, in unfamiliar surroundings, will help learners to recognise the benefits derived from adventurous activities and give them first-hand accounts of the destruction such activities can cause to the environment.

Learning outcome 3 requires learners to participate in a number of adventurous activities. The activities must challenge learners and encourage them to develop appropriate skills, which should ultimately bring the necessary benefits to the individual and to the uniformed organisation that they may wish to join. A logbook or diary of the activities undertaken would be a useful tool to record participation and provide evidence for the learning outcomes.

Learners must review their participation in the adventurous activities for learning outcome 4. Working in pairs or groups, learners can present feedback from the planning and taking part using information gathered from their peers, leaders and, of course, their own findings.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

As a practical unit the methods of assessment can vary from the usual formal assignment of reports, presentations and projects, and can also include logbooks of participation in activities, observation record forms and witness statements as part of the evidence required. Assessment of the activities and any residential events or courses should be based on learners' participation and their recording of it, with an analysis of benefits to themselves and the uniformed organisations.

For 1.1, learners are required to research and describe the variety of outdoor adventurous activities available. Learners must research and analyse the organisations and projects that provide adventurous activities, looking at both private training providers and the uniformed organisations. This could be covered individually or in small groups to produce a poster or booklet on one or more of the various activities.

This can then be linked to 2.1, which looks at a number of factors relating to planning and participating in adventurous activities to provide the first assignment of the unit. This requires learners to describe these factors, especially the extremely important safety issues, of adventurous activities to themselves, to the group, to the organisation and to the uniformed organisations.

Learners could produce a logbook or diary of all the activities undertaken for 3.1 alongside observation record forms and witness statements from peers or leaders after the activities have taken place.

To achieve 4.1 learners have the opportunity to review and reflect on all the adventurous activities undertaken and the notes collected. Learners could produce an individual or small-group presentation of some, or all, of the activities in which they participated.

Evidence for 4.2 can come from a review of the uniformed organisation involvement in projects to encourage participation in adventurous activities by community groups, for example the Army Cadet Force involvement in personal development activities with schools.

Learners could participate in such programmes to enable them to review the involvement of uniformed organisations in these programmes, considering the activities that are undertaken and giving their opinion of them.

Suggested resources

Books

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Sage Publications Ltd, 2006) ISBN 9781412920780

Cooper G – *Outdoors with Young People: A leader's guide to outdoor activities, the environment and sustainability* (Russell House Publishing, 1988)
ISBN 9781898924241

Langmuir E – *Mountaincraft and Leadership* (Sport Scotland and MLTB, 2002)
ISBN 9781850602958

Journal

Canoe Focus

Websites

British Canoe Union	www.bcu.org.uk
The British Caving Association	www.trycaving.co.uk
British Cycling	www.britishcycling.org.uk
The British Mountaineering Council	www.thebmc.co.uk
British Orienteering	www.britishorienteering.org.uk
Duke of Edinburgh's Award	www.theaward.org
Natural England	www.naturalengland.org.uk
The Outward Bound Trust	www.outwardbound.org.uk
Royal Yachting Association	www.rya.org.uk

Unit 6: Land Navigation by Map and Compass

Unit code: UJ21 04

SCQF level: 5

Credit points: 9

Guided learning hours: 69

Unit aim

The aim of this unit is to allow learners to acquire knowledge in relation to land navigation with map, compass and route card, and to demonstrate these skills practically in a safe manner.

Essential resources

There should be at least a map and compass for every two learners to share and a route card for everyone. Flashcards are also a useful learning aid. Access to ICT facilities is recommended and for the practical aspects of the unit there should be suitable access to outdoor facilities where map reading exercises can be undertaken and an outdoor environment for a route that is unfamiliar to the learners.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to read a map accurately	1.1	Describe the conventional signs on a map correctly	□ *Map reading skills:* Ordnance Survey maps; conventional signs; contours; grid references; orienting map to ground; relating ground to map; understanding scale; calculation of time and distance; using a map to plan a route
		1.2	Explain grid references operate on a map	
2	Know how to use a compass	2.1	Describe the main features of a compass	□ *Using a compass:* compass points; features; use and care; taking bearings from a map; magnetic bearings and variation; difference between mils and degrees; direction without a compass; use at night and in limited visibility; finding direction without a compass
		2.2	Describe how to take bearings from a compass	
3	Be able to use route planning skills	3.1	Produce a route card for a planned route to a given destination	□ *Route card:* details; group; day; date; times; legs; grid references; height; distance; rest stops; timings; comments; consideration of group capabilities; weather information; escape routes; effects of gradient; types of terrain
		3.2	Identify environmental issues associated with a planned route	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to undertake a route	4.1	Undertake a planned route using map and compass with route card	□ *Route travelling:* safety issues; consent forms; risk assessments; equipment; clothing and footwear; carrying kit; keeping up with the group; teamwork; communication; leading a leg of the route; decision making; problem solving; accurate navigation
				□ *Environmental issues:* access laws; Countryside and Rights of Way (CRoW) Act 2000; Countryside Code; minimum impact of the route on the environment
				□ *Review:* strengths of self and group; areas for improvement; recommendations for future route planning

Information for tutors

Delivery

This unit is mostly practical, with a mixture of classroom and outdoor teaching and assessment. The unit will require learners to take part in a variety of practical exercises so that skills can be learned at a sufficient level to be applied in any context. A variety of maps could be used for learners to practise map reading skills, but the planning of a route would normally use the Ordnance Survey 1:25,000 Explorer or Landranger maps. Flashcard packs are useful to confirm knowledge.

When teaching how to use a compass, handouts can be prepared that show the main features and use. However, all other aspects of the unit should be taught with practice sessions immediately following theory to ensure consolidation of learning.

As with all areas of outdoor work, safety is essential and a knowledge of environmental issues is important when leading a group of learners in unfamiliar territory.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

Assessment should be both written and practical. A number of assessment activities can be used to measure the achievement of learning outcomes for this unit. Evidence can be submitted in the form of assignments, presentations, observation records or witness statements. The completed route card is a necessary form of evidence for this unit.

The assessment for the unit should be as practical as possible, though there needs to be some theory work for learning outcomes 1 and 2. To achieve 1.1, learners should describe the conventional signs on an Ordnance Survey map. This could be evidenced in various ways, for example in written format, presentation, completion of a worksheet or a poster.

To achieve 1.2, learners need to explain how grid references operate on a map, setting out clearly the purpose and reasons for using grid references when navigating. To achieve 2.1, learners must describe the main features of a compass. It is not sufficient simply to demonstrate the operation of the compass, but learners must describe the main features. To achieve 2.2, learners need to demonstrate how to take bearings from a compass. This should be undertaken in a practical activity and ideally evidenced through the use of a tutor-completed observation record.

For 3.1 learners will be required to produce a route card of the planned route to a given destination using the necessary planning skills, which will need to take account of the environmental factors associated with the route for 3.2. For 3.2, it is important that the environmental issues should be identified prior to commencing the walk. When assessing this it is important that learners identify the potential environmental impact of their walk. Will the route affect the landscape? For example, are they crossing any open ground or are they following set footpaths? It is the impact of their actual walk that must be considered, not any future walks, and this has caused confusion in the past.

Learners must ensure that they have made reference to the items in the unit content, including the Countryside Code and the CRoW Act (2000) and any subsequent legislation that may be introduced during the life of this specification. The environmental issues should also be fully identified before venturing out into unfamiliar territory.

Learners will need to complete the planned route for 4.1, showing their practical skills of using the map, compass and route card confidently. This should be undertaken in a practical activity and ideally evidenced through the use of a tutor completed observation record.

Suggested resources

Books

Hawkins P – *Map and Compass: The Art of Navigation* (Cicerone Techniques, 2003) ISBN 9781852843946

Langmuir E – *Mountaincraft and Leadership* (Sport Scotland and MLTB, 2002) ISBN 978185062958

Websites

BBC Weather online   www.bbc.co.uk/weather

Duke of Edinburgh's Award   www.theaward.org

Ordnance Survey   www.ordnancesurvey.co.uk

Unit 7:   Expedition Skills

Unit code: UJ22 04

SCQF level: 5

Credit points: 10

Guided learning hours: 78

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the skills needed in planning for an expedition, including the equipment required. Learners will also be able to plan and carry out an expedition in a uniformed organisation context.

Essential resources

Learners should have access to a range of textbooks and journals as well as suitable internet sites. Sufficient equipment for individuals and groups, taking into account bad weather, and qualified staff with knowledge of legislation are essential.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the correct equipment required for an expedition	1.1	Describe the appropriate equipment needed for a given expedition	□ *Day expedition:* personal equipment, layering system; jackets; trousers; socks; thermals; hats; gloves; fleeces; footwear; waterproofs; gaiters; walking poles; map and compass; torch; rucksack □ *Overnight expedition:* e.g. spare clothes; towel; toiletries; tent; sleeping bag and mat; stove; food; sanitation
		1.2	Describe the use of safety equipment for a given expedition	□ *Safety equipment:* first-aid kit; survival/bivvy bags; whistle, flares; emergency rations; sun cream; insect repellent □ *Use of equipment:* usage of equipment; types and designs; care and maintenance of equipment
2	Understand the planning necessary for an expedition	2.1	Explain the planning needed for a given expedition	□ *Planning for day expedition:* aims and objectives; individual and group ability; destination; transport; cost; time available; equipment; route plan; navigational skills; health and safety issues; risk assessments; first aid; weather forecast; permission; consent forms; emergency procedures; accommodation; Countryside Code; risk assessments; legislation; rights of way □ *Planning for overnight expeditions:* includes day expedition content; location; accommodation; menus; tent groups; camp craft; hygiene; weather information
		2.2	Produce an appropriate route card for a given expedition	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to participate in an expedition	3.1	Participate in an expedition identifying own roles and responsibilities	□ *Route planning:* equipment, e.g. maps; compasses; route cards; destination; date; times; legs; grid references; bearings; distances; height gained or lost; rest stops; total time; escape route
				□ *Roles and responsibilities:* day expedition, e.g. navigate planned route; use of map and compass; different types of terrain; individual and group capabilities; teamwork; communication skills; applying the Countryside Code; minimal impact on the environment
				□ *Overnight expedition:* setting up camp; camp craft; cooking food; taking down camp, weather information
4	Be able to review an expedition	4.1	Reflect on individual performance from the expedition	□ Evaluation: ways to judge achievement of aims and objectives, travel; accommodation; value for money; ways to judge individual and group strengths and areas for improvement; evaluation conclusions including recommendations for improvements
		4.2	Reflect on team performance from the expedition	□ Benefits of expeditions: skill development; communication; teamwork; cooperation; self-confidence; problem solving; physical benefits; planning

Note: Learners may not use the same evidence of achievement for this unit for Unit 5: Personal Development through Adventurous Activities.

Information for tutors

Delivery

Tutors delivering this unit need to be able to cover all aspects of the content if they are to complete an overnight expedition. For those who will have the opportunity to take learners on a day expedition only, there is no necessity to cover the content regarding overnight stays. If specialist staff are brought in to deliver some, or all, of the unit, they must be aware of the breadth and depth of knowledge required by learners. The theoretical input must link with the participation in the expedition in order for learners to gain the benefits of the experience.

For learning outcome 1 learners will need to cover all aspects of clothing and equipment needed for an expedition and always expect the weather to be at its worst while out on the route. The groups planning an overnight expedition will require further research into sleeping and cooking arrangements over and above the clothing and equipment needed for a full-day expedition. A kit list is a good way to get learners to investigate the items required for individuals and the group.

Learners will be expected to take part in at least one full-day expedition but would benefit from staying overnight, either under canvas or in a hostel, barn or other covered accommodation, with a number of nights being particularly useful.

When planning the expedition for learning outcome 2 learners must cover all eventualities and prepare for contingency plans, escape routes, emergency procedures and poor weather conditions. A risk assessment of the route must be completed once the route card has been finalised by the leader of the expedition.

Visits to local outdoor adventure providers or the armed forces, where learners can practise some of the skills required for this unit, are invaluable, as would be a guest speaker who has had experience of outdoor expeditions. Many uniformed organisations use expedition skills for team-building and development purposes and learners should appreciate the need for these skills.

Whether you are taking out a day or an overnight expedition, learning outcome 3 must be carried out by everyone in order to pass the unit. The leader will be responsible for the overall safety of the group but may elect some learners to lead small groups to make the journey easier to control and to test the skills of certain individuals.

Training can be carried out in a controlled environment before venturing out into the countryside. The leaders must be familiar with the surroundings for their expedition and must complete a full risk assessment before venturing outdoors with learners. Leaders must be aware of the strict guidelines regarding taking groups out of their comfort zone and into an outdoor environment.

Safety is paramount at all times and learners should be made aware of all possible hazards and how to minimise them. Route planning will require guidance to ensure that the expedition members do not trespass on private land.

Learning outcome 4 can be delivered in the classroom, with learners submitting evidence from the expedition– photographs, observation records and witness statements from individuals, verbal feedback from peers and other forms – and presenting their findings to the group.

In planning the expeditions, tutors will need to take responsibility for the safety of learners, including risk assessment and parental consent. Learners must be made fully aware of the hazards associated with undertaking expeditions and how to manage them to minimise risks.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

This unit is mostly practical, supported by theoretical input while on expedition and in the classroom. Assessment should have as many practical components as possible and all tasks must relate to the grading criteria and take place in a realistic environment.

For 1.1, learners will need to describe all the personal, group and safety equipment required for both a full-day expedition and an overnight stay. The overnight will inevitably be the same as the full day, with the addition of sleeping arrangements, evening meal and breakfast and kit used for ablutions. For 1.2, safety equipment should be made available to learners so that they can describe how to use it correctly. Learners must describe the purpose and function of the equipment required for both day and overnight expeditions.

Learning outcome 2 is the important theoretical input, where learners will need to explain the necessary planning for the expedition, whether it be for the full-day or the overnight choice of expedition for 2.1. This is probably where most of the class time will be spent as it is the hardest part for learners, having to decide on all the details of the trip, ensuring all safety measures have been taken and that they all have the correct clothing and equipment to be safe and dry. Learners will need to explain the safety issues and environmental considerations necessary when planning an expedition.

The completion of the route card links 2.2 to 2.1. Learners now have the means to carry out the expedition and put all the theory into practice and this will cover P5. Some will have had experience and should be given some leadership roles, while first-time adventurers will need constant supervision.

When undertaking the expedition, the leader(s) can record each of the individual skills and performances on witness statements or observation records in order to give a written record of feedback. This will provide some of the evidence for learners towards 3.1.

For learning outcome 4 learners must reflect on their personal performance and the team performances before, during and after the expedition. This reflection should cover the expedition and gives learners the opportunity to discuss how the whole experience went, the good points and the areas for improvement. This is best carried out using PowerPoint slides or flipcharts to present to the group.

Suggested resources

Books

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Sage Publications, 2006) ISBN 9781412920780

Hill P and Johnston S – *The Mountain Skills Training Handbook* (David and Charles, 2004) ISBN 9780715318485

Langmuir E – *Mountaincraft and Leadership, Fourth Edition* (Mountain Leader Training England, 2011) ISBN 9780956886903

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

Journals

Summit magazine

Trail

Websites

Army Cadet Force	https://armycadets.com
British Mountaineering Council	www.thebmc.co.uk
The Countryside Code	www.naturalengland.org.uk/countrysidecode
Countryside Council for Wales	www.ccw.gov.uk
Duke of Edinburgh's Award	www.theaward.org
Natural England	www.naturalengland.org.uk

Unit 8: Fundamentals of Nautical Studies

Unit code:	**UJ23 04**
SCQF level:	**5**
Credit points:	**10**
Guided learning hours:	**70**

Unit aim

The aim of this unit is to give learners some of the knowledge and practical skills necessary to undertake short passages in inshore waters. The unit supports the development of skills in navigation and practical seamanship, weather forecasting and an awareness of the maritime emergency services.

Essential resources

Before commencing the unit learners must have demonstrated that they can swim a minimum of 200 yards and can tread water for three minutes.

The centre must guarantee that the following health and safety controls are in place:

- radio control will be maintained from the sailing vessel to the shore
- clearance for the activity to take place will be given only if the conditions are suitable
- each leg is checked by a qualified instructor prior to the activity taking place
- one qualified adult assessor (minimum coastal instructor qualified) to five learners
- either RYA Rules and Regulations or Royal Navy Regulations will be followed at all times.

Learners who have achieved their RYA qualifications in sailing and/or power boating could use accreditation of prior learning (APL) for this unit using an appropriate mapping to the competencies within it. This will identify the level of exemption. The RYA qualification must have been certificated within three years before the APL being carried out.

Links with marine units of the public services, coastguard and voluntary services such as the RNLI need to be made so that information on marine incidents can be obtained. The following publications are essential for the completion of this unit and are available from the United Kingdom Hydrographic Office, Taunton, Devon, Somerset, TA1 2DN (www.ukho.gov.uk):

Admiralty Chart 5011

Admiralty Nautical Charts

Imray Nautical Charts

Stanfords' Nautical Charts.

(Chart scales: 1:20,000, 1:50,000, 1:75,000).

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to apply the fundamental elements of navigation	1.1	Identify conventional symbols for different types of nautical charts	□ *Navigational skills:* different types of nautical charts, e.g. Admiralty, Imray, Stanfords; conventional symbols including finding a position using latitude and longitude; True North; Magnetic North; coastline; depth contours; yacht marina; visitors' mooring; visitors' berth; jetty; breakwater; harbour; slipway; anchorage; ferry; castle; church; spire; fort; lighthouse; leading lights; sector lights; rock which does not cover; rock which covers and uncovers; rock awash at the level of chart datum; wreck showing any portion of hull or superstructure at the level of chart datum; wreck over which the exact depth of water is unknown and which is considered dangerous to surface navigation; compass rose; variation and deviation; application of compass deviation to courses; International Association of Lighthouse Authorities (IALA); Region A buoyage system, i.e. lateral marks; cardinal marks; isolated danger marks; safe water marks
		1.2	Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points	
		1.3	Correctly follow the main rules of the road applicable to vessels in sight under way and making way	
				□ *Chartwork:* meaning and use of common chart symbols; measuring distance between two points using minutes of latitude; plotting positions using latitude and longitude; dead reckoning (DR); passage planning; three-point position fixing (given bearings)
				□ *Seamanship:* rules of the road applicable to vessels under way and making way in sight
				□ *Rope work:* reef knot; figure of eight; bowline; round turn and two half hitches; clove hitch; sheetbend; meaning of basic nautical terminology, e.g. bow, stern, cockpit, pulpit, cleat, fairlead, port, starboard, windward, leeward, astern, ahead

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to receive and interpret weather information	2.1	Outline the sources of weather information available for those undertaking a coastal cruise	□ *Meteorology:* sources of weather information, e.g. inshore shipping forecast, local radio and television, coastguard VHF radio, newspapers; sea breezes; land breezes; weather fronts; extraction of basic information on the effect of weather on visibility; boat handling and sea state, e.g. fog, rainfall, wind
		2.2	Describe the effects of different types of weather on a vessel undertaking a short passage	
3	Be able to demonstrate the ability to handle a boat under sail or power	3.1	Prepare a powered or sailing vessel for sailing and coming alongside	□ *Under sail:* sailing a boat through a triangular course which includes a windward leg; taking in a reef; man overboard drill; use of warps in mooring; basic bends and hitches in preparation of running gear ready for sailing and coming alongside
		3.2	Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board	□ *Under power:* stop and start engine with appropriate checks and precautions; getting under way; turning within a boat's length using forward and reverse gears; picking up a mooring; use of warps in mooring; basic bends and hitches in preparation of running gear ready for sailing and coming alongside
4	Know how to summon assistance from the emergency services when in distress	4.1	Outline the emergency services available to assist vessels in distress at sea	□ *Types of emergency services available to assist personnel and vessels in distress at sea:* Royal National Lifeboat Institution (RNLI); Maritime and Coastguard Agency; Air Sea Rescue Services; Harbour Masters
				□ *Methods of summoning assistance in times of distress:* Very High Frequency (VHF) radio; Immediate Assistance (MAY DAY) and Urgency (PAN PAN) calls; distress flares – red, orange smoke, parachute rocket, mini flares; sound signals, e.g. voice and fog horn

Information for tutors

Delivery

This unit should be delivered as a close balance of practical and theory to encourage learners to appreciate how an understanding of the more theoretical aspect is essential to the success of the water-borne activities. While selecting a suitable location for the practical components of the unit, centres should ensure that reasonable and appropriate steps are taken to create a secure and safe environment for learners. Instructors might consider the use of a RYA-recognised training centre for the practical components of the unit. Learners should wear personal safety equipment at all times when afloat and when on jetties. The time of year and weather conditions may have an effect on the timing of outdoor activity with regard to safety.

The use of visual aids such as sailing videos and display of items of boating equipment will enhance learners' interest and progress. They should be given opportunities to view a variety of types of charts and vessels to widen their understanding and experience. Visits to or talks by members of the maritime emergency services will enhance understanding of how these services are able to assist vessels in distress and how they could be summoned.

Tutors should plan the teaching and learning programme to allow the introduction of a more learner-centred approach to take into account the differences in learner ability and progress. Within the unit, tutors should combine and highlight the linked subject areas. Initially, an understanding of charts and their symbols can be achieved through simple exercises in identification and interpretation. This theoretical side can be developed by moving on to the measurement of distance and direction on a chart and the plotting of dead-reckoning positions. Tutors can introduce the practical side with explanations of parts of a vessel and their purpose. The use of flipcharts or cards would make this a more informal and effective activity. This area of study can be further extended to cover zones around a vessel so that learners become familiar with, and are able to make effective use of, nautical terminology.

The use of a boat requires an understanding of rope work, so knowledge of and ability to tie specific knots are essential at this stage. This skill can be conveniently taught in the classroom using short lengths of rope or cord, with learners arranged in pairs. The importance and application of these specific knots in a sailing context should be fully explained by the tutor.

For the achievement of the necessary level of competence in boat handling, learners would be expected to have had at least 12 hours' practical experience in a sail or powered vessel. Initially, learners would be guided through the use of boat controls on the water with close support from a tutor. Over a period of time learners would gain confidence and ability so that they could become more independent of the tutor in their handling of the vessel. They would, at this stage, be ready to take into account other factors such as rules of the road and buoyage systems, which could be introduced in the theory sessions.

At a more advanced stage, learners could progress to passage planning, which would necessarily include a consideration of sources of weather information and its interpretation. In this context a local inshore forecast or weather announcement would provide sufficient material for discussion and interpretation. The relevance of the emergency services and a consideration of the means by which they might be summoned need to be covered as a penultimate section.

Once this has been accomplished and learners have shown the necessary ability, they would be able to move on to show their sailing skills in an appropriate vessel while under more limited supervision by the tutor.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

The unit is practically assessed but supported by theoretical input in the classroom and applied while afloat. Assessments can be both written and practical. A number of assessment activities can be used to measure the achievement of learning outcomes. Assessment evidence for theoretical sections can be in the form of assignments, navigation exercises/tests, notes, or written interpretations such as the influence of forecasted weather on a sailing trip. Assignments and tests constructed by centres should be valid, reliable and centred on the assessment criteria. Personal chartwork exercises will extend understanding and the written evidence can be used to authenticate outcome achievement. Learners' production of diagrams, illustrations or models can also be used, as both assessment and self-teaching material.

For 1.1, the assessor could construct a number of stations for learners to move around. On each of the stations there could be a chart and learners could be asked what the symbols on these charts mean. Other stations could have exercises requiring learners to plot positions for 1.2.

For 1.3, learners must apply the main rules of the road applicable to vessels in sight, under way and making way.

For 2.1, learners could be asked to investigate the variety of sources of weather information, taking one such source and explaining the effect the weather may have on a vessel undertaking a short passage in order to meet 2.2.

Assessment of 3.1 and 3.2 would be best achieved through tutor or appropriate witness observation of the learner's practical skills on the water. If the learner has required considerable support, and at times needed assistance with the practical skills, but has demonstrated competency, then it would be fair to award 3.2.

Evidence for 4.1 can be a written or verbal where learners utilise case studies to demonstrate their knowledge of the services that are available to assist in distress situations on water. A basic list will be sufficient to achieve the pass criterion.

Practical boat-handling skills should be assessed while afloat in a suitable vessel. It is a requirement of health and safety that an instructor is on board a vessel at all times. Learners' level of competence and ability will determine the level of supervision appropriate for the assessor or tutor. Practical boat-handling sessions can also be occasions for assessing learners' ability to apply theoretical aspects covered in the classroom.

Evidence for practical activity can be produced through a logbook of activities supported with a witness statement by a suitably qualified RYA instructor for the type of vessel used. Achievement of RYA Level 2 qualifications in sail or power, e.g. RYA Day Skipper Shore-based, RYA Level 2 Power or Sail, or RYA Day Skipper Practical, could be used to provide evidence for Recognition of Prior Learning for aspects of this unit.

Suggested resources

Books

Dedekam I – *Illustrated Navigation* (Fernhurst Books, 2004) ISBN 9781904475132

Judkins S and Davison T – *Knot Know-How* (Fernhurst Books, 2003)
ISBN 9781898660989

Journals

Motor Boats and Yachting

Yachting Monthly

Websites

Maritime & Coastguard Agency	www.mcga.gov.uk
Royal National Lifeboat Institution	www.RNLI.org.uk
Royal Yachting Association	www.rya.org.uk
Weather information	www.worldmarineguide.com/websitecontent/ weather.htm
Yachting Life	www.yachting-life.net

Unit 9: Volunteering

Unit code: UJ24 04

SCQF level: 5

Credit points: 10

Guided learning hours: 70

Unit aim

This unit aims to help learners identify the different types of volunteering work available and to understand the importance and the benefits of volunteer work. Learners will develop the knowledge and skills required for volunteering work and will take part in a volunteering activity.

Essential resources

Sufficient library resources, including appropriate books, journals, careers leaflets and videos, should be available to enable learners to achieve 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	Understand the importance of volunteering in uniformed organisations	1.1	Explain why volunteering is important in uniformed organisations	□ *Importance of volunteering to organisations:* provide expertise; provide time; provide extra help; provide new ideas; respond in an emergency, raise funds
		1.2	Discuss the benefits to be gained from undertaking volunteering activities	□ *Benefits of volunteering to learners:* gain new life skills, develop existing skills, diversity awareness
2	Know the different types of voluntary work available	2.1	Identify the different types of voluntary work available	□ *Volunteering situations:* e.g. conservation projects, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, Red Cross, St John Ambulance, cadets (police, fire, army, RAF etc.), charity fundraising events, charity shops, animal sanctuaries
3	Understand the skills required for voluntary work	3.1	Explain the skills required for voluntary work	□ *Skills for voluntary work:* general skills/qualities, e.g. honesty, commitment, reliability, cheerfulness, empathy, reliability, dedication, 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, computer skills, sign language, physical fitness, first aid

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to undertake voluntary work	4.1	Carry out voluntary work	□ *Undertake voluntary work:* suitable work that matches skills and interests, e.g. helping at cadets, organising fundraising events, Red Cross Emergency Responders, St John, working in community, working in animal sanctuary, Police Specials, working with people with disabilities, youth work, visiting elderly people, taking part in an organised event, street collecting etc; planning voluntary work; applying for voluntary work □ *Apply for volunteering work:* letter, face to face, telephone, application form, online

Information for tutors

Delivery

Delivery of this unit could be enhanced through visiting speakers, both from uniformed organisations and from volunteer organisations, to help make learners aware of the importance of voluntary work and to develop an understanding of the range of skills required to take part. Local volunteer organisations are usually happy to speak to groups of learners about the different volunteering opportunities available. Many national organisations have websites that provide useful information. Learners should also be encouraged to look at case studies or 'role models' who have undertaken various types of voluntary work. Emphasis should be placed on the benefits to learners of undertaking voluntary work, whereby new skills and knowledge can be acquired.

Delivery methods could include learner-centred tasks, such as group work, research tasks and learner-led presentations, to explore a wide range of volunteering situations. Learners could design posters to show the different volunteering opportunities available and these could then be displayed in class. This will help learners to identify the opportunities that exist for voluntary work and help them to choose an area of voluntary work in which they are interested. Websites may be a good source of information.

Learners could work in pairs or groups to determine which skills are common to all areas of voluntary work, such as good communication and teamwork skills and those that are specific to particular volunteer work, for example physical fitness for outdoor work or first aid, or IT skills, and then report back to the rest of the group.

The methods of applying for voluntary work can vary, depending on the work or organisation involved. For instance, application to the Police Specials would require the completion of an application form, offering to work voluntarily for cadets may be done face to face and some voluntary work could be applied for online. Learners should explore the different methods and then complete a letter of application, or download and complete a suitable application form.

Learners have to complete a brief period of voluntary work for learning outcome 4. Tutorials will give tutors an opportunity to discuss the interests and skills of individual learners in order to arrange suitable voluntary work. Tutors should give learners guidance about the voluntary work, the skills required, the timescale to complete the work and any planning or supervision arrangements.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

This unit can be assessed through a series of structured tasks or assignments as shown in the outline learning plan. The unit should be assessed practically wherever possible.

To help with the assessment of learning outcomes 1 and 2, learners could look at different articles and advertisements in uniformed organisation journals to help them understand the wide range of volunteering opportunities available. Websites and marketing material from volunteering organisations can also be used – case studies would be particularly useful. These sources should also help learners to understand the various benefits to volunteers, as required for 1.2, and why volunteering is so vital to many organisations, and especially to the uniformed organisations, as required for 1.1.

To achieve 2.1, learners need to identify some of the many different volunteering roles available, with a view to choosing an area of interest to themselves.

For 3.1, learners have to demonstrate skills required for different types of voluntary work and then demonstrate them in a practical way. Tutor input, websites and case studies could help. Learners should also be encouraged to think about what skills they may already be using in different situations, i.e. through their studies or part-time work etc., and to keep a log or other record of when they have demonstrated them.

For 4.1, learners should choose and carry out a volunteering activity. They could then complete a log or diary to record the tasks completed in their voluntary work. The log should record which skills have been demonstrated. Skills demonstrated in other units could also be recorded. Visual evidence such as photographs or videos would enhance this. Activities could also be observed and verified by the supervisor of the voluntary work. Some learners may already be undertaking some form of voluntary work, for example football coaching, helping at cadets. If so, then this can be used as evidence for 4.1.

Suggested resources

Books

Ford L – *The Guardian Guide to Volunteering* (Guardian Newspapers, 2007) ISBN 9780852650677

Hardy R – *The Virgin Guide to Volunteering: Give Your Time and Get Work and Life Experience in Return* (Virgin Books, 2004) ISBN 9780753508572

Journal

Volunteer

Websites

British Red Cross Volunteers	www.redcross.org.uk/getinvolved/volunteer
RAF Air Cadets	www.raf.mod.uk/aircadets/
St John Ambulance Volunteers	www.sja.org.uk/sja/volunteer.aspx
Volunteering England	www.volunteering.org.uk
Volunteering Inspired	www.vinspired.com
VSO	www.vso.org.uk
Worldwide Helpers	www.worldwidehelpers.org

Unit 10: Citizenship, the Individual and Society

Unit code:	**UJ25 04**
SCQF level:	**5**
Credit points:	**10**
Guided learning hours:	**78**

Unit aim

This unit gives learners knowledge, skills, attitudes and values to become thoughtful and informed citizens and participants in uniformed organisations. It is designed to develop an awareness of rights and responsibilities as well as respect for different religious, ethnic and national groups.

Essential resources

Sufficient resources should be available to enable learners to achieve this unit. Learners should have contact with instructors from the appropriate uniformed organisations and access to the internet should be provided.

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 what is meant by the terms citizen, citizenship, individual rights and human rights	1.1	Define the terms citizen, citizenship, individual rights and human rights	☐ *Citizen:* definition in the uniformed organisations – a member of a political community or state; how you become a citizen – place of birth, family, residence, taxpayer, voter, worker, learner; community activity; member of an organisation
		1.2	Describe the qualities a good citizen requires to participate in a given organisation	☐ *Citizenship:* legal and political status; legal rights and responsibilities; public life and affairs; behaviour and actions; social and moral; responsibility to others; personal management; being a neighbour; qualities of good citizenship; expectations of self and others; levels of authority and different age groups; use of suitable language; fairness; respect; discipline; empathy
				☐ *Rights:* principles of legal and human rights; topical events involving Human Rights Act 1998; current national/international/global situation – political, religious, social and moral issues; role and operation of criminal and civil justice system; drugs monitoring within uniformed organisations; rights of members, employers, employees; respect for democracy; participation in democratic and electoral process

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the relationship between individuals, society and the uniformed organisations	2.1	Explain how a range of uniformed organisations, citizens and society work together	□ *Public services:* function and role of uniformed organisations in society; reason for uniformed organisations; how uniformed organisations serve society and how they work with individuals □ *The individual:* the role of the individual in local, national and international society as a member of a society; the role of the individual in uniformed organisations; importance of the individual; how the individual is affected by society; society's relationship with individuals □ *Society:* what society is; how society works; structure of society; democratic society; relationship with individuals and uniformed organisations; the multicultural society
3	Understand the importance of equal opportunities in society and the uniformed organisations	3.1	Explain why equal opportunities are important in society and uniformed organisations	□ *In society:* what equality is; why it is important in society; education and equality; current UK and EU equal opportunities legislation – Sex Discrimination Act 1997, Equal Pay Act 1970, Human Rights Act 1998, Race Relations Act 1992, Disability Discrimination Act 1996, Freedom of Information Act 2000, Employment Equality Regulations 2003 and 2006 and any amendments and new legislation/directives/ measures to eliminate inequalities □ *In uniformed organisations:* what is equal opportunity in relation to uniformed organisations; attitudes to equality in public services; consequences and implications of Acts of Parliament for uniformed organisation recruitment; training; interaction with individuals and wider society; implications for uniformed organisations, e.g. Lawrence Inquiry, institutional racism
		3.2	Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to investigate the roles of uniformed organisations to citizens and to a changing society	4.1	Explain the different ways in which uniformed organisations have supported society	□ *Services:* role of uniformed organisations; need for uniformed organisations; role of court; monarchy, work of Parliament, cabinet, ministers, central and local government affecting law; relationship of uniformed organisations with central and local government and monarchy
		4.2	Demonstrate the different ways in which uniformed organisations have affected society	□ *Uniformed organisations and changing society:* how society is changing – family, crime, influence of religion, youth, elderly, music, politics; how the uniformed organisations are affecting and supporting society; impact of government action on individual lives – taxation, housing, employment; voluntary services, e.g. Citizens Advice Bureau (CAB); role and influence of media and pressure groups

Information for tutors

Delivery

This unit should be as practical as possible, encouraging learners to participate and to develop personal research and evaluation techniques. Tutors should plan the teaching and learning programme to allow progressive introduction of a more learner-centred approach. This will allow learners to practise and develop the citizenship skills necessary for progression into higher-level programmes, or participation in a uniformed organisation. Subject tutors should combine and integrate the linked subject areas and encourage learners to acquire additional information from other visits or guest speakers.

A thought shower workshop could be used to introduce the unit, with learners sitting in a circle and the tutor writing ideas on a board about citizenship and being a good citizen. This could then be built on to consider why participants in the uniformed organisations should be able to show that they are good citizens. Then, as the unit develops, newspaper articles highlighting human rights issues – such as battles over health provision for babies, arranged marriages etc. – could be used. Case studies, written specifically for issues relating to the cohort of learners, are a useful way to introduce laws, for example the Employment Equality (Age) Regulations 2006. These case studies could focus on particular issues and allow learners to examine them in depth.

Guest speakers could help learners investigate how uniformed organisations work with individuals and society and talks could be followed by primary research through questionnaires designed by learners to discover what people know about uniformed organisations and the type of involvement they have with them.

Debates could be set up discussing the importance of equal opportunities and how they are enforced, helping learners work within a format of constructive debate and encouraging the development of thinking and speaking skills. A sound debate will enable learners to hear differing viewpoints and if learners are allocated views that are different to their own, they could research that viewpoint and possibly change their opinion.

Practical projects to produce wall displays or project books are a way for learners to put into practice research about uniformed organisations. This could then be built on to discuss how uniformed organisations offer support to society and how they can have an effect on the way society develops.

Other useful ways to vary the delivery of the unit are small-group workshops, personal investigations using libraries, the internet and interviews, inviting guest speakers, visiting various uniformed organisations to see them at work, and fieldwork to collect data.

Thought needs to be given to active social research and the support materials required by learners to carry it out adequately and meaningfully.

A range of visiting speakers could provide insight into situations, lives, problems etc. These speakers could be youth workers, employees from uniformed organisations, members of local community groups and media representatives. Visits to multicultural events would be a worthwhile activity, as would involvement in specific community events.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

This unit can be assessed through a series of structured tasks or assignments as shown in the outline learning plan. The unit should be assessed practically wherever possible.

Formative assessment should be employed throughout the programme, allowing learners to receive constructive guidance and feedback. This will allow them to develop an understanding of their personal achievement and the methods suitable for developing their learning.

Assessment should consider the diverse sources of evidence. These sources may come from activity-based projects, where observation and questioning, peer/tutor/voluntary organisation witness testimony, or personal statements can be used. Group or individual planning and implementation documents are also an invaluable source of evidence. Tables giving the meaning of terms, qualities and legislative documents are effective tools for assessment. Where explanations are required, they should be more in-depth descriptions.

To achieve 1.1, learners should research a number of definitions of the key terms and should state how these terms relate to each other. In order to do this there will need to have been delivery and discussion of rights as indicated in the content. If a display is used, then the further description and analysis could be a linked document or could take the form of a stand-alone report. 1.2 can be linked to this section if the concept of a citizen is expanded to consider a good citizen and then related to uniformed organisations.

For 2.1, learners will be required to research and explain how uniformed organisations, citizens and society work together. As this will result in a range of views, a small-group discussion could be used to encourage learners to explain their views on the subject, thus encouraging communication skills and debate. If this route is followed, assessors will need to provide each learner with a detailed observation record of the discussion.

Learning outcomes 3 and 4 can be approached in an integrated way in that the research on equal opportunities, which should include as much current legislation as possible for 3.2, can then be used to illustrate how equal opportunities are enforced. While this could be the main example of influence and support, others will be required for 3.1 and 4.1 and there should also be consideration of the support and influence of different types of uniformed organisations.

The evidence for 4.2 can be closely linked to that of 4.1. Learners should be able to demonstrate the different ways that uniformed organisations have affected society. This can be undertaken through the use of role plays or table-top exercises, which allow learners to select appropriate examples from the evidence built for 4.1 and use these to show how the actions of the uniformed organisations have affected society. It is the application of the knowledge that allows the awarding of 4.2, whereas 4.1 requires only explanation of the different ways in which uniformed organisations have supported society.

Suggested resources

Books

Faulks K – *Citizenship (Key Ideas)* (Routledge, 2000) ISBN 9780415196345

Gray D and Lilley T et al – *BTEC Level 2 First Public Services Student Book* (Pearson, 2010) ISBN 9781846907210

Gray D and Lilley T et al – *BTEC Level 2 First Public Services Teacher Resource Pack* (Pearson, 2010) ISBN 9781846907227

The Home Office – *Life in the United Kingdom: A Journey to Citizenship, Second Edition* (TSO, 2007) ISBN 9780113413133

Wales J, Culshaw C, Clarke P and Reaich N – *Citizenship Today, Students' Book, Third Edition* (Collins Educational, 2009) ISBN 9780007312641

Unit 11: Community and Cultural Awareness

Unit code:	**UJ26 04**
SCQF level:	**5**
Credit points:	**10**
Guided learning hours:	**76**

Unit aim

This unit gives learners an opportunity to develop an understanding of what a community is and how it functions during everyday life, taking into account different cultures. Learners will consider the benefits of having a strong community and gain an understanding of the relevance of cultural diversity. They will also investigate the problems that a community may face, both locally and nationally.

Essential resources

Learners should have access to a range of textbooks and journals that covers the subject content. Access to suitable internet sites is also recommended. Where possible, learners should visit local uniformed organisations dealing with the issues indicated by the content or have visits from guest speakers who can discuss the role played by their organisation in the support of society. Where this is not possible, learners should have access to appropriate case study material taken from recent sources.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand community and cultural awareness in the local and national community	1.1	Explain the differences between local and national community	□ *Community:* definitions – geographical, e.g. concept of community development and changing communities; local and national communities
		1.2	Discuss the awareness of community and cultural issues in local and national communities	□ *Culture:* consideration of different cultures; diversity and cultural roles; values and norms; sub-cultures; benefits of understanding and being familiar with a range of cultures
				□ *Awareness:* impact on everyday life; impact on public services; relation to individuals and groups; importance of community and cultural awareness to all members of communities and to uniformed organisations
				□ *Local community:* community membership and identity; features of local communities; provision and maintenance of facilities and public services; provision for older members of communities; voluntary organisations; community groups, e.g. tenants' and residents' associations, youth clubs
				□ *National community:* examples of urban and rural communities; development of different communities; national identity and nationhood; positive and negative perceptions of national communities, e.g. football supporters; role played by uniformed organisations in providing aid in the event of major incidents

Learning outcomes		Assessment criteria		Unit amplification
2	Know what is meant by the costs and benefits of living in a community	2.1	Describe the costs and benefits of living in a community	□ *Costs:* personal investment in communities in terms of time and participation, tolerance and intolerance of differences; knowledge of 'others'; facilities and lack of facilities for some groups, e.g. younger and older community members; community change as a result of economic and political influences, e.g. funding issues; costs of providing public services and dealing with local issues
				□ *Benefits:* social networks and support; family and friendship networks; community centres; local education provision; communication; advantages of being a member of a community; the feeling of belonging and being part of a larger group; caring for and looking out for others; personal ties; advantages to public services of there being strong community ties
3	Understand cultural diversity as an aspect of local and national community	3.1	Discuss the positive and negative aspects of cultural diversity in the local and national communities	□ *Diversity:* ethnic population and minority groups; statistics; cultural enrichment; trends and lifestyles of individuals and groups, including alternative lifestyles and religions; virtual culture (cyber community); development of the worldwide web community; benefits of understanding and appreciating diverse cultures; positive and negative aspects of cultural diversity
				□ *Local:* e.g. village, town, place of work
				□ *National:* regional; outside immediate local area
				□ *Impact on public services:* provision required to meet cultural needs

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to investigate the social and cultural problems that exist in a local and national community	4.1	Outline the categories of social problems in communities locally and across the UK	□ *Social problems:* categorising of social problems; scale of problems within local communities; scale of problems across the nation, e.g. poverty and its effects on individuals and the whole of society; unemployment and the results of low income and poor housing on specific groups; racism and inequality and ways in which these are perpetuated; mental illness and the problems for those involved, including people affected and those providing care; domestic abuse; substance abuse, including prescription and non-prescription drugs, alcohol; bullying, including both physical and cyber-bullying; role of uniformed organisations in dealing with social problems; presence of social problems within services
		4.2	Outline the cultural problems in communities locally and across the UK	
		4.3	Investigate the impact of social and cultural problems on the UK public services	□ *Cultural problems:* cultural problems at local level and how individuals and groups from different cultures exist alongside mainstream cultures; cultural problems at national level such as maintaining a coherent national identity; cultural identity problems for those with more than one cultural influence; changes in culture leading to altered cultural transmission; cultural alienation; customs and traditions; views of different age groups; values, group and cultural identity; role of uniformed organisations in dealing with cultural problems; presence of cultural problems within services

Information for tutors

Delivery

The unit can be delivered in a practical way, allowing learners to bring their own experiences to the group and building on the meanings of community and culture. Material from news articles, current local and national, will be useful, will generate discussion and will provide the basis for presentations and active debate.

To allow learners to gather information accurately, a basic knowledge of study techniques could be taught and employed through the use of case studies.

Learners should be encouraged to visit, or become involved in, local community groups that serve different elements of their local community. This could then give an insight into the costs and benefits of living in a community.

A network of visiting speakers would enhance classroom delivery, especially in learning outcome 3 – cultural diversity, and learning outcome 4 – social and cultural problems. Appropriate people to invite are community development workers, community officers from the uniformed organisations, voluntary members of community groups and members of religious and cultural groups.

Most areas have awareness groups, and they could give presentations on areas such as drugs/substance abuse, mental illness and different lifestyles.

The use of role play to assist with the understanding of cultural diversity and social and cultural problems could be highly effective, with the aim of encouraging greater awareness of the places and people we share our lives with.

Where delivery of theoretical material is to be included, for example definitions of community and culture, and cultural diversity, tutors should ensure that the level is appropriate to the learner group while encouraging development of their level of understanding and application.

Learning outcome 1 covers the meanings of community and culture and the types of issues that exist as well as how aware people are of these issues. The meanings of community, both nationally and locally, should be considered, along with the key features of each. Learners can consider the perceptions of various communities within the UK as well as other countries' perceptions of the UK as a nation. Differences between local and national issues should be discussed, as well as the role of the uniformed organisations in helping to deal with issues or helping to raise awareness of issues. News articles and case studies can be used for discussion and display boards could be used to demonstrate knowledge to be used throughout the unit. This can then form the basis of the presentation information for Assignment 1.

Learning outcome 2 covers the positive and negative aspects of community life. Learners will need to consider the costs to individuals of being involved in community life in terms of time and effort put into projects, as well as the financial costs. The costs to the community of not having sufficient resources or facilities may also be covered here. Learners should also consider the costs associated with providing services to meet the needs of people within the community. In terms of benefits, learners should consider the help and support available when people live in a strong community and the burden that this takes from the uniformed organisations – learners should look at the effects on crime and the use of initiatives such as Neighbourhood Watch when there are strong community links.

Learners could look at information from local sources, such as annual reports from organisations, in order to identify problem areas and the types of support provided.

Guest speakers from a range of organisations will be able to give an insight into the advantages of a strong community as opposed to the disadvantages raised by a lack of community.

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

Formative assessment should be employed throughout the programme, allowing learners to receive constructive guidance and feedback. This will help them to develop an understanding of their personal achievement and the methods suitable for developing their learning. A number of assessment activities can be used to measure the achievement of learning outcomes in this unit. Assessment evidence can be in the form of assignments, research projects, reports or news sheets and presentations, and through the use of case studies.

To achieve 1.1, learners will need to research the features of local and national communities so that they can then explain a range of differences. This could be produced in presentation format and could be followed by 1.2 as learners consider what community and cultural issues are and then present a discussion on the awareness of those issues in society today.

To achieve 2.1, learners should research the different implications of living in a community and this could form the basis of a small-group discussion where learners describe the implications in terms of costs and benefits. The discussion could include positive and negative aspects of cultural diversity to achieve 3.1 if learners are directed to discuss positive and negative aspects of cultural diversity, then illustrate this with relevant examples showing both aspects. Learners should be encouraged to hold a small-group discussion to describe the costs and benefits of living in a community, illustrating the positive and negative aspects of cultural diversity within a community.

To achieve 4.1, 4.2 and 4.3, learners will need to undertake research on the types of social and cultural problems that exist within communities, both locally and nationally. This research could be presented in a report format or in a series of newsletters, giving examples that are both current and relevant throughout. Learners need to produce a report or series of news articles that outlines and investigates the social and cultural problems that exist within communities across the UK, discussing their impact on UK public services.

Suggested resources

Books

Daniels K and Macdonald L – *Equality, Diversity and Discrimination – A Student Text* (Chartered Institute of Personnel & Development, 2005) ISBN 9781843981121

Day G – *Community and Everyday Life* (The New Sociology) (Routledge, 2006) ISBN 9780415340748

Gray D and Lilley T et al – *BTEC Level 2 First Public Services Student Book* (Pearson, 2010) ISBN 9781846907210

Gray D and Lilley T et al – B*TEC Level 2 First Public Services Teacher Resource Pack* (Pearson, 2010) ISBN 9781846907227

Spencer L and Hailstone P – *The Diversity Pocketbook* (Management Pocketbooks, 2004) ISBN 9781903776032

Websites

BBC News	www.bbc.co.uk/news
Department for Communities and Local Government	www.communities.gov.uk
Equality Act 2010	www.equalities.gov.uk/equality_bill.aspx
Equality and Human Rights Commission	www.equalityhumanrights.com

13 Further information and useful publications

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- 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))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

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