![Pearson BTEC logo]

Pearson
BTEC Level 2 Certificate/Extended Certificate and Diploma in Teamwork and Personal Development in the Community

Specification

BTEC Specialist qualification

First registration June 2021

Issue 2

About Pearson

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Summary of Pearson BTEC Level 2 Certificate/Extended Certificate and Diploma in Teamwork and Personal Development in the Community specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Change to the wording in Section 8 to reflect the Quality Assurance model has been updated from BTEC to WBL.	18

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

Contents

1 Introducing the qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualifications' purpose

The Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community have been designed for learners who are working in, 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 the opportunity to progress to Level 3 qualifications and beyond – something they would not otherwise have been able to achieve.

The Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community are suitable for learners 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 Pearson BTEC Level 2 qualification
- develop own personal growth and engagement in learning.

The Pearson BTEC Level 2 qualifications in Teamwork and Personal Development in the Community are available in three sizes:

- Certificate (120 glh)
- Extended Certificate (180 glh)
- Diploma (362 glh).

The Pearson BTEC Level 2 Certificate in Teamwork and Personal Development in the Community gives learners, who may require particular encouragement, the opportunity to achieve a qualification encompassing teamwork skills and a context in which to focus their personal development, for example volunteering.

The Pearson BTEC Level 2 Extended Certificate in Teamwork and Personal Development in the Community gives learners, who are able to engage with a slightly larger programme of learning, the opportunity to achieve a qualification encompassing teamwork skills and the opportunity to focus their personal development across two contexts.

The Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community gives learners, who are able to engage with a larger programme of learning, the opportunity to achieve a qualification with greater breadth, giving learners the opportunity to focus their personal development across five contexts.

Mandatory unit

All three qualifications include the mandatory *Unit 1: Developing Effective Teamworking Skills*. This unit enables learners to develop an understanding of teamwork and communication skills and a variety of methods of instruction.

Learners will be able to:

- identify some of the different qualities essential for effective teamwork
- explore teamwork skills via hands-on activities, enabling them to meet the needs of uniformed organisation/community groups
- develop a range of teamwork, communication, professional and personal skills that are essential transferable skills across a wide range of career choices
- draw on their own experiences in order to evaluate the performance of their own and the team's effectiveness and suggest future improvements.

Industry support and recognition

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

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

Funding

Qualifications eligible and funded for post-16 year olds can be found on the funding Hub.

Relationship with previous qualifications

These qualifications replace the Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community. The information about how the new and old units relate to each other is given in *Annexe A.*

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 2 Certificate in Teamwork and Personal Development in the Community**
Qualification Number (QN)	603/6450/6
Regulation start date	27/08/2020
Operational start date	01/06/2021
Approved age ranges	14–16
	16–18
	18+
	19+
Total qualification time (TQT)	158 hours
Guided learning hours (GLH)	120
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (*see Section 6, Access to qualifications*).
Progression	Learners who achieve the Pearson BTEC Level 2 Certificate can progress to the Extended Certificate or Diploma, relevant Level 3 qualifications or to entry level employment in various sectors. Learners may also explore opportunities for entry to uniformed services as long as they meet entry criteria requirements.

Qualification title	Pearson BTEC Level 2 Extended Certificate in Teamwork and Personal Development in the Community
Qualification Number (QN)	603/6452/X
Regulation start date	27/08/2020
Operational start date	01/06/2021
Approved age ranges	14–16
	16–18
	18+
	19+
Total qualification time (TQT)	234 hours
Guided learning hours (GLH)	180
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (*see Section 6, Access to qualifications*).
Progression	Learners who achieve the Pearson BTEC Level 2 Extended Certificate can progress to the Diploma, relevant Level 3 qualifications or to entry level employment in various sectors. Learners may also explore opportunities for entry to uniformed services as long as they meet entry criteria requirements.

Qualification title	Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community
Qualification Number (QN)	603/6454/3
Regulation start date	27/08/2020
Operational start date	01/06/2021
Approved age ranges	14–16
	16–18
	18+
	19+
Total qualification time (TQT)	490 hours
Guided learning hours (GLH)	362
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (*see Section 6, Access to qualifications*).
Progression	Learners who achieve the Pearson BTEC Level 2 Diploma can progress to relevant Level 3 qualifications or to entry level employment in various sectors. Learners may also explore opportunities for entry to uniformed services as long as they meet entry criteria requirements.

3 Qualification structures

Pearson BTEC Level 2 Certificate in Teamwork and Personal Development in the Community

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	2
Number of mandatory units that must be achieved	1
Number of optional units that must be achieved	1

Unit number	Mandatory unit	Level	Guided learning hours
1	Developing Effective Teamwork Skills	2	60

Optional units			
Unit number	Optional units	Level	Guided learning hours
2	Developing Effective Communication Skills	2	62
3	Preparing for Employment	2	65
4	Improving Health and Fitness for Personal Wellbeing	2	62
5	Personal Development through Adventurous Activities*	2	60
6	Land Navigation by Map and Compass	2	60
7	Expedition Skills*	2	64
8	Fundamental Seamanship Skills	2	68
9	Volunteering in the Community	2	62
10	Citizenship and Community Awareness	2	60

Unit number	Optional units – continued	Level	Guided learning hours
11	Developing Leadership Skills	2	64
12	Planning and Creating a Music Product	2	60
13	Solo Music Performance	2	62
14	Working as a Musical Ensemble	2	64

* Note: Learners may not use the same evidence of achievement for *Unit 5: Personal Development through Adventurous Activities* as *Unit 7: Expedition Skills.*

Pearson BTEC Level 2 Extended Certificate in Teamwork and Personal Development in the Community

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	3
Number of mandatory units that must be achieved	1
Number of optional units that must be achieved	2

Unit number	Mandatory unit	Level	Guided learning hours
1	Developing Effective Teamwork Skills	2	60
Optional units			
Unit number	Optional units	Level	Guided learning hours
2	Developing Effective Communication Skills	2	62
3	Preparing for Employment	2	65
4	Improving Health and Fitness for Personal Wellbeing	2	62
5	Personal Development through Adventurous Activities*	2	60
6	Land Navigation by Map and Compass	2	60
7	Expedition Skills*	2	64
8	Fundamental Seamanship Skills	2	68
9	Volunteering in the Community	2	62
10	Citizenship and Community Awareness	2	60

Unit number	Optional units – continued	Level	Guided learning hours
11	Developing Leadership Skills	2	64
12	Planning and Creating a Music Product	2	60
13	Solo Music Performance	2	62
14	Working as a Musical Ensemble	2	64

* Note: Learners may not use the same evidence of achievement for *Unit 5: Personal Development through Adventurous Activities* as *Unit 7: Expedition Skills.*

Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	6
Number of mandatory units that must be achieved	1
Number of optional units that must be achieved	5

Unit number	Mandatory unit	Level	Guided learning hours
1	Developing Effective Teamwork Skills	2	60
Optional units			
Unit number	Optional units	Level	Guided learning hours
2	Developing Effective Communication Skills	2	62
3	Preparing for Employment	2	65
4	Improving Health and Fitness for Personal Wellbeing	2	62
5	Personal Development through Adventurous Activities*	2	60
6	Land Navigation by Map and Compass	2	60
7	Expedition Skills*	2	64
8	Fundamental Seamanship Skills	2	68
9	Volunteering in the Community	2	62
10	Citizenship and Community Awareness	2	60

Unit number	Optional units – continued	Level	Guided learning hours
11	Developing Leadership Skills	2	64
12	Planning and Creating a Music Product	2	60
13	Solo Music Performance	2	62
14	Working as a Musical Ensemble	2	64

* Note: Learners may not use the same evidence of achievement for *Unit 5: Personal Development through Adventurous Activities* as *Unit 7: Expedition Skills.*

Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development
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4 Assessment requirements

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

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

Language of assessment

Learners must use English only during the assessment of this qualification.

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy,* available on our website, qualifications.pearson.com

Internal assessment

Internally-assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally-assessed unit, learners must:

- achieve all the specified learning outcomes

- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment

- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

To pass each unit, learners must:

- gather evidence from their course in a portfolio showing that they have met the required standard specified in the learning outcomes, assessment criteria and Pearson's quality assurance arrangements

- have an assessment record that shows how each individual assessment criterion has been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must reference clearly the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learner work. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria– achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in these qualifications.

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

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

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

Approvals agreement

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

Centre resource requirements

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

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications
- suitable staff for delivering and assessing the qualifications (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualifications
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

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

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards.

It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson Work-based Learning quality-assurance model will be applied. For more information, please see the Work-based Learning Quality Assurance pages on our website: https://qualifications.pearson.com/en/support/support-for-you/quality-nominees/work-based-learning.html

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 14 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Developing Effective Teamwork Skills

Level: 2

Unit type: Mandatory

Guided learning hours: 60

Unit introduction

Teamworking skills are extremely valuable when working in the community and are also transferable to other areas of life.

In this unit, learners will explore teamworking skills and the benefits and potential challenges of teamworking, including the importance of effective communication.

They will gain experience of working positively as a team member when planning and contributing to team tasks. Additionally, they will develop an understanding of how to reflect on their own and their team's effectiveness in completing the task. They will consider their individual contribution to the team's performance and areas where the team could improve its teamworking skills.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the importance of effective teamworking	1.1	Explain the importance of teamwork skills
		1.2	Describe the benefits of working as a team
		1.3	Describe the challenges working as a team
		1.4	Explain the importance of effective communication for teamworking
		1.5	Describe the stages of team development
2	Be able to work effectively as a member of a team	2.1	Work with other team members to plan and complete tasks on time
		2.2	Make a positive contribution within the team
		2.3	Complete own tasks, successfully and on time
		2.4	Respond positively to advice and constructive criticism
3	Be able to review and develop teamwork skills	3.1	Review own performance as a team member
		3.2	Identify how own teamworking skills can be improved
		3.3	Recommend ways to improve the work of the team for future tasks

Unit content

What needs to be learned
Learning outcome 1: Understand the importance of effective teamworking

1A   Teamwork skills

- What makes a successful team:

  o discipline
  o communication, including listening skills
  o punctuality and timekeeping
  o problem solving
  o behaviour
  o commitment
  o decision making
  o reliability
  o organising
  o practical skills
  o individual skills.

- Importance of teamwork skills.

1B   Benefits and challenges of team working

- Benefits:

  o balancing strengths and weakness within the team
  o motivation and support from being in a team
  o using team member skills
  o sharing responsibility across the team
  o sense of belonging, value.

- Challenges:

  o impact on planning, decision making, ability to agree or cooperate.
  o time intensive
  o task completion – team versus individual
  o leadership responsibilities
  o communication – different needs and styles.

1C   Communication and teamworking

- Effective communication:

  o verbal and non-verbal communication styles
  o listening skills
  o questioning skills.

- Role of communication in teamworking situations, e.g. to give or acquire information, share ideas and opinions, persuade others, ensure everyone has the same understanding.

Learning outcome 1: Understand the importance of effective teamworking (continued)	

	• Importance of communication:
	
	  o from the top down to the individual, from the individual, between individuals and from the team to a higher level
	  o influence on efficiency and effectiveness of a team
	  o influence on team dynamics and relationships.

1D	**Team development** • Stages of team development: o Bruce Tuckman (forming, storming, norming, performing, adjourning).
Learning outcome 2: Be able to work effectively as a member of a team	

2B	**Agreeing team roles and responsibilities**
	
	• Agreeing team roles/responsibilities on the basis of:
	
	  o objectives of team task
	  o timescale/deadline for completion
	  o awareness of skills and strengths of all team members
	  o matching skills and strengths of team members to individual tasks, e.g. confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online.

2C	**Working as part of a team to plan and complete tasks**
	
	• Team task planning:
	
	  o including required activities
	  o ways to speed up time needed to achieve task
	  o ways to improve quality of the item the team is making
	  o division of labour
	  o communicating effectively
	  o active listening
	  o timelines
	  o expected outcomes.
	
	• Own role within the team activities:
	
	  o level of contribution
	  o impact of own actions
	  o role played (e.g. team captain, timekeeper)
	  o role trait (e.g. leader, challenger, doer, thinker or supporter).

Learning outcome 2: Be able to work effectively as a member of a team (continued)

- Making a positive contribution:
    - demonstrating professional behaviours
    - communicating effectively, including appropriate use of tone and body language, listening skills, questioning skills, communicating ideas and opinions positively
    - working collaboratively, e.g. sharing workloads, sharing information and ideas offering to help team member who is having difficulty carrying out their tasks
    - respect for others
    - asking for advice or help if necessary
    - recognising own weaknesses and others' strengths
    - suggesting a better way of doing something
    - demonstrating problem solving skills.

- Completing own tasks successfully and on time:
    - understanding own role and carrying out own tasks to appropriate standard within agreed timescale
    - providing updates on progress to team if required.

- Respecting ideas and suggestions of others:
    - listening politely to ideas and suggestions of others
    - not interrupting someone who is explaining their idea or suggestion
    - thanking and encouraging other team members for their ideas or suggestions.

- Responding positively to advice or constructive criticism:
    - valuing of the advice or constructive criticism from others, e.g. creates awareness of personal strengths and weaknesses
    - creating awareness of quality of work and areas for improvement
    - maintaining a positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism, e.g. listen to the advice offered
    - not interrupting the person who is speaking
    - avoiding inappropriate language such as sarcasm, offensive remarks.

- Dealing with conflict:
    - potential conflicts, e.g. different viewpoints and opinions, different ways and standards of working, frustrations, lack of decision making
    - resolution methods, e.g. identifying problem and possible solutions, independent recommendations, team discussions, compromising, involving supervisor, asking others for support.
    - managing differences.

Learning outcome 3: Be able to review and develop teamwork skills

3A   Reflecting on team performance

- Review own performance as a team member:

    o outcome, teamwork skills demonstrated, role played, level of contribution, response to team
    o self-assessment (e.g. highlighting strengths and areas for development)
    o others in a team (may include peers, team leader etc.), managers, independent observers.

3B   Improving team performance

- Ways to improve team performance:

    o self-awareness
    o seeking advice from others
    o personal development and personal development plan (identify goals, identify actions, set tasks, set timescales)
    o use of lessons learned (what went well, what went less well, areas for improvement
    o using opportunities for sharing personal learning, e.g. meetings, reflective accounts, blogs, work shadowing, development of user guides, training sessions, organisational staff suggestions/feedback systems and processes
    o how it could be done differently next time, advice to others
    o sharing good practice and ideas, e.g. offering suggestions to improve performance, demonstrating skills to others.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their understanding of the importance of effective teamworking. This will usually be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners:

1. identify **three** teamworking skills and for each explain how these will help them and other team members in the teamworking activity that they are going to undertake (AC1.1)

2. think about the teamworking activity that they are going to undertake and give details of **three** benefits of a group working together on this activity and **three** challenges that they will face completing the team activity (AC1.2 and 1.3)

3. define what is meant by effective communication and give **three** detailed reasons why this will be important for their activity (AC1.4)

4. describe the features of each of the five stages of the Bruce Tuckman's model of team development (AC1.5).

Learning outcome 2

This learning outcome requires learners to take part in a teamworking activity to demonstrate their teamworking skills. Possible examples of teamworking activities include command tasks, expedition activities, sport teams.

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in an observed teamworking activity where they provide evidence that they have met the assessment criteria 2.1 to 2.4. This evidence should include a brief plan of the activity and a reflective account outlining how each of the assessment criteria was met, alongside observation record forms and a witness testimony from their tutor.

Learning outcome 3

This learning outcome requires learners to take responsibility as an individual for reviewing their own performance in teamworking to improve in the future.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess their performance in the teamworking activity using self-reflection and feedback from other team members and their tutor. As part of this review detail **three** areas that they have performed well in and **three** areas where they could improve their performance and make an overall judgement on how well they did (AC3.1)

2. identify how **three** of their own teamworking skills can be improved (AC3.2)

3. make **three** recommendations with reasoning on how the team as a whole could work better together in a future teamworking activity (AC3.3).

Unit 2: Developing Effective Communication Skills

Level:	**2**
Unit type:	**Optional**
Guided learning hours:	**62**

Unit introduction

Being able to communicate effectively is a skill that benefits people in all areas of their life, including within uniformed organisations and community groups.

In this unit, learners will develop their understanding of different communication methods. They will look at what can create barriers to communication and how poor communication can have consequences.

They will have the opportunity to practise their communication skills, including when adapting verbal communication may be required to meet specific needs of others.

They will also have the opportunity to reflect on their skills and identify further improvements they could make.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the role and importance of effective communication	1.1	State why effective communication is important
		1.2	Describe different methods of communication
		1.3	Explain potential barriers to effective communication
		1.4	Explain potential consequences of poor communication
2	Be able to communicate effectively with others using verbal and non-verbal communication	2.1	Use effective listening skills to fully understand the information given
		2.2	Use verbal and non-verbal communication techniques to effectively communicate with others
		2.3	Use language/terminology that is clear and concise, adapting it to meet identified needs of others
3	Be able to review and develop own communication skills	3.1	Review the effectiveness of own communication skills used
		3.2	Identify improvements that could be made to own communication skills based on review

Unit content

What needs to be learned

Learning outcome 1: Understand the role and importance of effective communication

1A   Role and importance of communication

- To share information, to inform others, to change behaviour, express views and opinions.

- To develop, confirm understanding, support others, to understand the full meaning (emotion and intention).

- Importance of communication, e.g. workplace, teamwork, problem solving.

- Importance of effective communication, understanding information, working relationships, team building, productivity.

1B   Communication methods

- Methods:
  - written, e.g. letter, leaflets
  - digital, e.g. email, social media
  - verbal, e.g. telephone, face-to-face, demonstrations
  - non-verbal, e.g. body language
  - benefits and drawbacks of each method.

1C   Communication situations

- Situation examples, teamworking, when problem solving.

- Suitability of different communication methods to different situations.

1D   Barriers and consequences

- Barriers to effective communication, e.g. caused by environmental factors, language/dialect, use of jargon, expectations and prejudices.

- Consequences of poor communication, e.g. impact on morale, achieving objectives, teamworking, tension, confusion, frustration.

Learning outcome 2: Be able to communicate effectively with others using verbal and non-verbal communication

2A Verbal and non-verbal communication

- Tone of voice:

    o pitch
    o volume
    o speed
    o professionalism
    o friendliness.

- Body language:

    o facial expressions
    o posture
    o movements.

- Positive and negative body language, e.g. open, closed, thoughtful, nervous, bored, disbelieving, indecisive.

- Inappropriate body language, e.g. folded arms, sluggish posture, finger tapping, fiddling with objects.

- Appropriate body language, smiling, eye contact, clear speech.

- Different interpretations of different types of body language in different cultures.

- Effective listening skills, e.g. being attentive, allowing customers to speak without interruption, taking notes, repeating back to confirm understanding.

- Factors that may impact on effectiveness:

    o individual behaviour, e.g. actions taken and response to others
    o individual personality, e.g. friendly, shy, confident
    o individual attitudes, e.g. impatient, insensitive, and supportive), level of knowledge.

2B Adapting communication skills

- Situations when adapting verbal communication may be required, e.g. differing levels of understanding, communicating with large groups, dealing with queries or complaints, dealing with conflict.

- How to adapt verbal or non-verbal communication, e.g. listen and assess reactions, observe and mirror behaviours, repeat and summarise, use language, tone, pace and level of formality appropriate to different audiences.

Learning outcome 3: Be able to review and develop own communication skills

3A   Reviewing and developing own communication skills

- Reviewing effectiveness:
    - outcome, appropriateness of communication methods, grade self, strengths and areas for development.
- Improving own skills:
    - self-awareness, personal development plan (identify goals, identify actions, set tasks, set timescales).

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their understanding of the role and importance of effective communication set around an identified activity, for example teamworking activity, interacting with the community, taking part in expeditions. This will usually be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners use an identified activity to:

1. state **three** reasons why effective communication is important (AC1.1)

2. describe, using examples, **four** different methods of communication (AC1.2)

3. outline **two** potential barriers to effective communication and for each give reasons why (AC1.3)

4. outline **two** potential consequences of poor communication and for each give reasons why (AC1.4).

Learning outcome 2

This learning outcome requires learners to take part in **at least two** different communication scenarios to demonstrate their verbal and non-verbal communication skills. These need to include evidence of them having adapted their language/terminology used to meet the identified needs of others. Learners could use evidence from their teamworking activity in *Unit 1*.

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in in **at least two** different observed communication scenarios where they provide evidence that they have met the assessment criteria 2.1 to 2.3. This evidence should include a brief explanation of the activity and a reflective account outlining how each of the assessment criteria was met, alongside observation record forms and a witness testimony from their tutor (AC2.1-2.3).

Learning outcome 3

This learning outcome requires learners to take responsibility as an individual for reviewing and developing their own communication skills.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess the effectiveness of their communication skills within **in at least two** different communication scenarios using self-reflection and feedback from those who they communicated with and their tutor. As part of this review they need to detail **two** aspects that they have performed well in and **two** aspects where they could improve their performance and make an overall judgement on how well they did (AC3.1 and 3.2).

Unit 3: Preparing for Employment

Level: 2

Unit type: Optional

Guided learning hours: 65

Unit introduction

This unit will help learners prepare for future employment, recognising the importance of planning for a career and developing employability skills that are required for working life.

Learners will explore what skills and qualities are needed for employment. They will have the opportunity to explore and review their current skills and qualities in relation to choosing a suitable career pathway and how they can develop their skills and experience to match their chosen pathway. They will also learn how to best showcase their employability skills within their CV and in preparation for interview.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the skills and qualities needed for employment	1.1	Describe different skills required for employment
		1.2	Explain personal qualities required for employment and their importance
		1.3	Explain ways employability skills can be developed
2	Be able to review own skills, qualities and interests for career planning	2.1	Identify own skills, qualities and interests for employment
		2.2	Justify suitable career pathways to match employability skills, and interests
		2.3	Identify gaps in own skills and experience against those required for the chosen pathway
		2.4	Explain how to develop own skills and experience to match chosen pathway
3	Be able to showcase own employability skills through a CV	3.1	Describe the purpose of a CV when applying for a job
		3.2	Identify core information needed to complete a CV and how it can be used to showcase employability skills
		3.3	Present employability skills within the CV for a specified job role
		3.4	Describe own personal motivations in a personal statement
4	Be able to showcase own employability skills in preparation for an interview	4.1	Outline interview preparation considerations
		4.2	Identify potential question themes that could be asked during the interview
		4.3	Plan responses that showcase employability skills
		4.4	Identify suitable questions to ask the interviewer during an interview

Unit content

What needs to be learned
Learning outcome 1: Understand the skills and qualities needed for employment

1A   Skills and qualities needed for employment

- Skills employers are looking for when recruiting:

  o technical and practical skills required of the job description
  o transferable skills, e.g. problem solving, resilience, teamwork, communication, organisational skills, self-management, time management, decision making, responsibility, adaptability, computer literate.

- Qualities employers are looking for when recruiting:

  o positive attitude, good working relationships with others and team, respect others, willing to learn, can-do attitude, friendly, honest, give and accept help, supporting others, reliability, proud to work to a high standard, respond positively to guidance/feedback, self-motivated
  o importance of personal qualities for employment.

1B   Developing employability skills

- Developing employability skills through everyday activities:

  o family life and daily routine
  o interests and hobbies
  o school/college
  o part-time work and volunteering such as supporting charity work
  o youth work such as Duke of Edinburgh Award scheme
  o uniformed organisations
  o sports coaching.

- Using opportunities to develop skills:

  o identifying skills and qualities from everyday activities, e.g. to be a sports coach you need to be able to give clear instructions, have patience, be motivating, work well with others.

Learning outcome 2: Be able to review own skills, qualities and interests for career planning

2A **Assess own skills qualities and interests for employment**

- Skills, abilities and interests for employment:

    o self-assessment
    o skills analysis: SWOT: Strengths, Weaknesses, Opportunities and Threats
    o soft skills, e.g. listening and speaking
    o hard skills, e.g. computer skills
    o abilities, e.g. being patient
    o interests, e.g. hobbies
    o personal considerations, e.g. family, working hours
    o aspiration– short term/long term, progression, responsibility, promotion, salary, management.

- Relating skills, interests and achievements to potential job roles:

    o understanding how own skills, interests and achievements could be used in specific jobs
    o evaluating the specific 'hard skills' and 'soft skills' requirements of certain job roles against own skills, interests and achievements
    o knowing why some job roles might be unsuitable
    o the job role might be an appropriate match even though not all skills and interests are reflected in the job role
    o some skills or qualifications that the learner does not currently have, could be acquired via the potential job role
    o employability opportunities in local/extended area.

2B **Identifying gaps**

- Gaps in skills or experience:

    o gap analysis, e.g. nature of missing skills or experience, work or study needed in order to gain missing skills or experience.

2C **Developing employability skills, qualities and experience**

- Identify ways to develop own skills and qualities experience to match chosen pathway.

- Outline objective, how you will do it, what help/resources you will need, how you know you will have achieved it, date for completion, e.g. gain additional experience, practise job specific skills, ask for advice or develop qualifications.

- Setting targets that are realistic and achievable.

Learning outcome 3: Be able to showcase own employability skills through a CV

3A   Preparing a CV

- CV: curriculum vitae:

  o personal details, personal profile, skills profile, education and qualifications, work experience, other achievements, interests, references
  o different types of CV: chronological vs. functional
  o core information needed to complete a CV:

    – personal details, e.g. name, postal and email address, phone number
    – career history with dates including any paid, unpaid and voluntary work
    – personal statement highlighting own skills, strengths and experience.

- Purpose of CV:

  o to get an interview
  o to record/highlight facts about a person's skills, strengths qualifications and experience
  o demonstrate suitability to a potential employer for a particular job
  o to act as a prompt when completing application forms
  o record up-to-date and relevant information.

- Producing a CV:

  o use of template
  o tailored to meet job being applied for
  o include personal statement that showcases individual skills, achievements, experience and talents
  o use ICT to produce a neat, accurate and professional looking CV
  o no more than two sides of A4
  o be positive and emphasise achievements, strengths and successes to make a good impression
  o use of alternate forms of CV, e.g. online.

Learning outcome 3: Be able to showcase own employability skills through a CV (continued)

- Purpose of a reference:
    - to confirm facts stated in the CV
    - part of the job selection process
    - getting prior approval to use referees
    - suitable referees: people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers
    - unsuitable referees: people who may not be best placed to vouch for own skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you.

Learning outcome 4: Be able to showcase own employability skills in preparation for an interview

4B   Interviews

- Types of interview:
    - telephone
    - video
    - face-to-face
    - panel
    - group
    - assessment centres.

4B   Preparing for interview

- Preparation considerations:
    - personal appearance, good hygiene
    - dress to meet the requirements of the job role/industry
    - route planning
    - contingency planning
    - items to take to interview, e.g. presentation, CV
    - social media review.

- Possible interview themes:
    - general questions
    - employability questions
    - role-specific questions
    - personal questions

Learning outcome 4: Be able to showcase own employability skills in preparation for an interview (continued)

- o scenario questions
- o behavioural questions, e.g. what type of animal would you be?
- o performance-based questions, e.g. give me an example of when you have worked in a successful team
- o conflict-based questions, e.g. why did you leave your last job?

- Preparing responses to questions:

  - o STAR model: Situation, Task, Action, Result
  - o etiquette during interview.

- Possible questions to ask at interview:

  - o questions to fill knowledge gaps
  - o questions to show interest
  - o questions to demonstrate motivation
  - o questions to demonstrate knowledge.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their understanding of the skills and qualities needed for employment. This will usually be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners:

1. using a job description, give a description of the technical, practical and transferable skills that would be needed for the role (AC1.1)

2. give examples of **at least three** personal qualities required for employment. For each, **give at least one** detailed reason why it is important (AC1.2)

3. identify **two** different ways they have developed their employability skills. For each, detail the specific skills it supported the development of with an explanation of how (AC1.3).

Learning outcome 2

This learning outcome requires learners to demonstrate their ability to choose a suitable career pathway based on an understanding of their own skills, qualities and interests.

To satisfy the assessment criteria for this learning outcome, learners:

1. use self-assessment and a skills analysis (SWOT) to identify their own skills, qualities and interests in relation to the employment market (AC2.1)

2. identify suitable career pathways that match identified skills, qualities and interests, giving detailed reasons to support why each is suitable (AC2.2)

3. choose a career pathway from those identified as suitable and use a gap analysis to identify gaps in own skills and experience against those required (AC2.3)

4. use the gap analysis to identify **at least two** development activities that could support improving the identified missing skills or experience, including the help/resources they will need and how they know they will have achieved it (AC2.4).

Learning outcome 3

This learning outcome requires learners to demonstrate how their CV showcases their employability skills.

To satisfy the assessment criteria for this learning outcome, learners:

1. produce a basic CV including a personal statement that clearly showcases their employability skills for a specified job role, and use annotation to:

    a. describe their CV's purpose in applying for the specified job role (AC3.1)

    b. identify **at least three** core pieces of information their CV includes with reasons how each showcases their employability skills for the specified job role (AC3.2)

    c. give reasons to show how their skills are appropriate for the specified job role (AC3.3)

    d. identify how they have described their personal motivations in a personal statement for the specified job role.

Learning outcome 4

This learning outcome requires learners to demonstrate their ability to prepare for how they can best showcase their employability skills at interview. This could be through using a given job description and person specification for a role that they are preparing to be interviewed for.

To satisfy the assessment criteria for this learning outcome, learners:

1. create a key fact sheet aide memoire that could form part of an interview preparation pack. In their key fact sheet they need to:

    a. outline **at least three** interview preparation considerations linked to the job specification (AC4.1)

    b. give examples of **at least two** potential questions that could be asked at the interview based on the given job specification. For each, detail a response that clearly showcases employability skills, with supporting reasons (AC4.2 and AC4.3)

    c. give **at least two** examples of questions that would be suitable to ask the interviewer during an interview based on the job specification (AC4.4).

Unit 4: Improving Health and Fitness for Personal Wellbeing

Level: 2

Unit type: Optional

Guided learning hours: 62

Unit introduction

Being fit and healthy is very important for a person's physical, mental and emotional wellbeing. Physical activity keeps the body strong, stimulates the brain for activities like creativity and problem solving and has a positive effect on mood, so reducing risks associated with anxiety and depression.

This unit will help learners to understand the importance of health, nutrition and lifestyle and the impact this has on their health and fitness. They will learn the basic terms associated with a healthy lifestyle and the importance and benefits of maintaining a healthy lifestyle. They will understand what is required from a balanced diet for nutritional health and the impact of good and bad nutrition. They will also look at how various aspects of lifestyle can be beneficial or detrimental to their health and fitness.

They will have the opportunity to research and undertake different methods of fitness testing that are carried out and how they are used to determine personal fitness levels.

They will also undertake a personal health and fitness improvement plan, including identifying targets, producing their own personalised health and fitness plan to achieve those targets and reviewing the outcomes of the health and fitness plan to determine its impact.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know what is meant by a healthy lifestyle	1.1	Describe the key terms associated with a healthy lifestyle
		1.2	Describe the benefits of maintaining a healthy lifestyle
2	Understand the effect of basic nutrition and lifestyle factors on personal health and fitness	2.1	Explain how lifestyle factors can affect personal health and fitness
		2.2	Describe the effect of basic nutrition on personal health and fitness
3	Be able to take part in fitness tests	3.1	Describe different methods of fitness testing and their purpose
		3.2	Participate in different methods of fitness testing to determine personal fitness
4	Be able to undertake a personal health and fitness improvement plan	4.1	Identify targets to improve personal health and fitness
		4.2	Produce a personal health and fitness plan to achieve targets
		4.3	Undertake own personal health and fitness plan against set targets
		4.4	Review outcomes of own personal health and fitness plan against set targets

Unit content

What needs to be learned
Learning outcome 1: Know what is meant by a healthy lifestyle

1A Healthy lifestyle
 	
• Key terms associated with a healthy lifestyle:
 	
   o exercise and fitness
   o health and wellbeing
   o physical and mental wellbeing
   o diet and nutrition
   o lifestyle.
 	
• Maintaining a healthy lifestyle:
 	
   o importance
   o benefits (physical, mental, emotional).

Learning outcome 2: Understand the effect of basic nutrition and lifestyle factors on personal health and fitness

2A Impact of lifestyle factors on personal health and fitness
 	
• Lifestyle factors:
 	
   o physical activity/exercise (physical, emotional, psychological)
   o balanced diet
   o alcohol
   o smoking
   o drugs
   o sleep patterns
   o personal hygiene
   o sun safety
   o peer pressure, including bullying and social media.
   o external environment, e.g. eating establishments nearby.

Learning outcome 2: Understand the effect of basic nutrition and lifestyle factors on personal health and fitness (continued)

2B   Basic nutrition

- Food groups and their role in nutrition (carbohydrates, proteins, fats, fibre, vitamins and minerals).

- Hydration and its importance.

- Diet:

   o what is diet?
   o types of diet, e.g. vegan, vegetarian, gluten free
   o healthy eating
   o information on food labels
   o balanced diet, including the 'Eatwell guide'
   o eating for an active lifestyle
   o use of a food diary, including type of food, timings, amounts, feelings.

- Effects of good and bad nutrition (physical, mental, emotional).

Learning outcome 3: Be able to take part in fitness tests

3A   Methods of fitness testing

- Fitness testing methods (examples):

   o bleep test
   o timed run
   o maximum effort in 1 min of 1 exercise (i.e. sit-ups/press-ups/burpees), employment specific fitness tests.

3B   Purpose

- Assess current fitness levels.

- Monitoring fitness levels.

- Progression.

- Set goals.

- Motivation.

3C   Preparing/recovery for fitness tests

- Warm-up/cool-down and its importance

- Preventing risk of injury.

3D   Interpreting fitness test results

- Using fitness test results to determine personal fitness levels, e.g. against published norms (topendsport.com).

Learning outcome 4: Be able to undertake a personal health and fitness improvement plan

4A Identifying targets

- Targets to improve:

    o fitness-related targets (e.g. strength, time, fitness activity levels)
    o lifestyle-related targets (e.g. diet, 'me' time, hydration, time management, reduce screen time, stress relief).

4B Personal health and fitness plan

- Produce a plan to achieve targets:

    o detail target (SMART)
    o how it will be achieved and timeframe.

- Training:

    o FITT – frequency, intensity, type, time
    o types of training method, e.g. continuous training – running, swimming, cycling, cross training, circuit training, weightlifting.

- Plan design:

    o SPORT – specific, progressive, overload, relevant, time.

4C Undertake and review

- Seek feedback from, e.g. tutor, peers, activity leader.

- Review outputs against original targets.

- Review impact on physical, mental, emotional wellbeing.

- Set new targets in light of review.

Essential information for tutors and assessors

Essential resources

For this unit, learners must have access to suitable fitness testing facilities and equipment, such as a sports hall, studio gym or sports laboratory.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1 and learning outcome 2 will usually be undertaken as preparation for the practical parts of the units.

Learning outcome 1

This learning outcome requires learners to present their knowledge of what is meant by a healthy lifestyle.

To satisfy the assessment criteria for this learning outcome, learners use examples to:

1. describe the **five** key terms associated with a healthy lifestyle (AC1.1)

2. describe **three** benefits associated with maintaining a healthy lifestyle. Benefits need to cover physical, mental and emotional wellbeing (AC1.2).

Learning outcome 2

This learning outcome requires learners to present their understanding of how nutrition and lifestyle impact on their health and fitness.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline **two** lifestyle factors that can positively impact personal health and fitness and **two** lifestyle factors that can negatively impact personal health and fitness. For each lifestyle factor, give reasons to support why it has either a positive or negative impact (AC2.1)

2. using examples, describe the effect of good and bad nutrition on personal health and fitness. This should include both good and bad effects for each of the following; physical, mental and emotional wellbeing (AC2.2).

Learning outcome 3

This learning outcome requires learners to demonstrate their ability to carry out fitness tests, showing their understanding of their purpose and relevance.

To satisfy the assessment criteria for this learning outcome, learners:

1. detail the purpose of **three** different fitness tests and how they are carried out correctly (AC3.1)

2. take part in **a minimum of two** observed fitness tests and interpret the results to correctly indicate their personal fitness. This evidence could also include documented comparison data showing their interpretation of their fitness level against fitness testing norms, alongside observation record forms and a witness testimony from their tutor (AC3.2).

Learning outcome 4

This learning outcome requires learners to demonstrate their ability to develop and undertake a personal health and fitness improvement plan showing their understanding of target setting and review. A personal health improvement plan should typically cover a period of four weeks to allow for sufficient health and fitness improvements to take place. This could follow on from the fitness tests they did as part of learning outcome 3.

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in a personal health and fitness improvement plan where they provide evidence that they have met the assessment criteria 4.1- 4.4. This evidence should include the targets they identified for improvement, their personal health and fitness plan showing how it's designed to achieve the targets set, evidence of having completed the personal health and fitness plan, which could be through a training log or diary. They also need to show how they reviewed the impact of the plan against the set targets, which could be evidenced through self-reflection, for example SWOT analysis (AC4.1 – 4.4).

Unit 5: Personal Development through Adventurous Activities

Level:	2
Unit type:	Optional
Guided learning hours:	60

Unit introduction

Outdoor adventurous activities develop many skills, including communication, leadership, discipline and trust. Such activities can be land-based, for example mountaineering, camping, or water-based, for example canoeing or sailing.

This is a practical unit that will encourage learners to participate in outdoor pursuits, both individually and in teams, and will provide elements of challenge and enjoyment.

Learners will explore the range of adventurous activities that are available and what organisations provide them.

They will investigate the benefits gained from participating in such activities while building their confidence and working as part of a team. They will also learn about the safety and environmental considerations associated with different adventurous activities.

They will have the opportunity to practise and review their skills and techniques in a challenging environment.

Finally, learners will review participation by recognising the personal benefits gained and the skills and techniques learned or developed.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know about adventurous activities and the organisations that provide them	1.1	Describe a range of adventurous activities provided by organisations
2	Understand the benefits of adventurous activities	2.1	Explain the benefits of adventurous activities for personal development
		2.2	Explain the benefits of adventurous activities for organisations/others
3	Understand the safety and environmental considerations associated with adventurous activities	3.1	Explain safety considerations associated with different adventurous activities
		3.2	Explain environmental considerations associated with different adventurous activities
4	Be able to participate in adventurous activities for own personal development	4.1	Set personal development targets to be achieved from the adventurous activity
		4.2	Participate in adventurous activities in line with personal development targets
		4.3	Meet responsibilities required for the activity
		4.4	Demonstrate expected behaviours throughout the activity
5	Be able to review adventurous activities for own personal development	5.1	Review adventurous activities undertaken against set targets
		5.2	Identify strengths and areas for improvement from review
		5.3	Identify ways areas for improvement can be developed

Unit content

What needs to be learned
Learning outcome 1: Know about adventurous activities and the organisations that provide them

1A Adventurous activities provided by organisations
 	
 • Difference between an adventurous activity and a sport.
 	
 • Range of adventurous activities:
 	
     o land-based, e.g. hill walking, mountaineering, orienteering, rock climbing, abseiling, caving/potholing, camping, mountain biking, pony trekking, skiing, high ropes courses
 	
     o water-based, e.g. canoeing, kayaking, white-water rafting, sailing, windsurfing.
 	
 1B Organisations
 	
 • Organisations (examples):
 	
     o private providers
     o youth organisations
     o clubs
     o National Governing bodies (NGBs).

Learning outcome 2: Understand the benefits of adventurous activities

2A Benefits for personal development
 	
 • Personal development:
 	
     o builds technical skills, personal and employability skills
     o team building
     o problem solving
     o resilience (e.g. set outside 'comfort zone')
     o adaptability
     o inclusivity
     o self-confidence
     o fitness
     o enjoyment
     o sense of achievement.
 	
 • Organisations and others:
 	
     o teamwork
     o benefits to organisation/individual groups, e.g. morale, loyalty.

Learning outcome 3: Understand the safety and environmental considerations associated with adventurous activities

3A Safety and environmental considerations

- Safety considerations:
    o health and safety
    o risk assessments
    o first aid
    o staff qualifications
    o correct clothing
    o working with children, including children's safety
    o Disclosure and Barring Service (DBS).

- Environmental considerations:
    o flora, fauna, wildlife (respect, preservation and conservation)
    o erosion
    o pollution
    o countryside code
    o Countryside Rights of Way Act – CRoW
    o Navigation law and access to water.

- Possible consequences if relevant safety and environmental factors are not considered.

Learning outcome 4: Be able to participate in adventurous activities for own personal development

4A Setting targets

- Targets:
    o SMART (measurable; achievable; realistic; time bound)
    o linked to personal development.

4B Participate in adventurous activities

- Responsibilities, e.g. consent forms, insurance, staff qualifications, contingency plan for bad weather, correct use of own kit and equipment, appropriate nutrition and drink, transport and travel, recognising ability of individuals, record keeping.

- Expected behaviours, e.g. cooperation, adaptability, problem solving resilience, team working.

Learning outcome 5: Be able to review adventurous activities for own personal development

5A Review

- Review activities:
    - seeking feedback, e.g. peers, leaders
    - self-assess, strengths and areas for development
    - benefit to own personal development, including skills, techniques knowledge and behaviours developed
    - benefits to team.

5B Improving for the future

- Identifying ways skills and techniques can be improved.

Essential information for tutors and assessors

Essential resources

For this unit, learners will need access to different outdoor activities, either land-based or water-based.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcomes 1-3 will usually be undertaken as preparation for the practical parts of the units.

Learning outcomes 1 and 2

These learning outcomes require learners to research a range of organisations and projects that provide adventurous activities and present their understanding of the benefits for their own development and that of others.

To satisfy the assessment criteria for this learning outcome, learners use their research to:

1. describe **two** land-based and **two** water-based adventurous activities (AC1.1)

2. choose **two** adventurous activities. For each, give **three** detailed examples of how participating in the activity:

   a. can benefit personal development

   b. can benefit organisations/others (AC2.1 and AC2.2).

Learning outcome 3

This learning outcome requires learners to present their understanding of the safety and environmental considerations they must make when planning and participating in adventurous activities.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline the safety factors that need to be considered for **one land-based and one water-based** adventurous activity. For each safety factor, give reasons why it needs to be considered in the context of the specified activity (AC3.1)

2. outline the environmental factors that need to be considered for **one land-based and one water-based** adventurous activity. For each factor, give reasons why it needs to be considered in the context of the specified activity (AC3.2).

Learning outcome 4 and 5

These learning outcomes require learners, through participating in **two** different adventurous activities, to demonstrate their ability to set and review personal development targets and demonstrate the expected responsibilities and behaviours. The adventurous activities can be one land-based and one water-based or both land-based or both water-based. All adventurous activities should be supervised by qualified personnel.

To satisfy the assessment criteria for this learning outcome, learners:

1. set personal development targets showing how they link to their personal development. Targets should be SMART (AC4.1)

2. participate in **at least two** observed adventurous activities, demonstrating the responsibilities and behaviours expected. This evidence should include a logbook or diary of all the activities undertaken and self-reflection of how the activities were meeting their personal development targets, alongside observation record forms and witness statements from peers or leaders after the activities have taken place (AC4.2-4.4)

3. assess the impact of each activity against personal development targets using self-reflection and feedback from other team members and their tutor. As part of this review:

   a. detail the impact of each activity on the targets that were set and make an overall judgement on how well the activity met the set targets (AC5.1)

   b. identify **two** strengths and **two** areas for improvement from their review. The strengths and areas for improvement should link to the personal development targets set and can also include the skills and techniques that they have learnt or developed (AC5.2)

   c. identify **at least one** way each area for improvement identified could be developed for the future (AC5.3).

Unit 6: Land Navigation by Map and Compass

Level:	**2**
Unit type:	**Optional**
Guided learning hours:	**60**

Unit introduction

The ability to read maps and use a compass can be useful skills, especially where activities require route planning.

In this unit, learners will learn how to read a map accurately, including knowing conventional signs, how grid references are used and how a map is set to ground. They will learn about how a compass works and be able to use it to take bearings.

They will use their learned knowledge and skills to plan a route on a route card. They will also undertake a route following a route card, using a map and compass and taking into account the required considerations such as the weather, terrain and environmental impact.

They will also have the opportunity to evaluate their completed route, which is important for being able to improve future route planning.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know how to read maps accurately	1.1	Compare different types of map
		1.2	Identify the conventional signs on a map
		1.3	Describe how grid references are used on maps
		1.4	Describe how a map is set to ground
2	Know how to use a compass	2.1	Identify the main features of a compass
		2.2	Describe how bearings are taken from a compass
3	Be able to use a map and compass to plan and undertake a route	3.1	Measure distance on a map accurately
		3.2	Produce a route card for a planned route to a given destination accurately
		3.3	Undertake a planned route using map and compass following a route card
		3.4	Evaluate completed route against planned route card for self and the group
		3.5	Make suggestions for improvements to future route planning

Unit content

What needs to be learned

Learning outcome 1: Know how to read a map accurately

1A   Map reading

- Different types of map:
    - Ordnance Survey maps, including different scales, road maps, street maps, Google maps.

- Understanding scale.

- Calculation of time and distance.

- Using a map to plan a route.

- Identifying and using handrails.

- Conventional signs, including roads and paths, railways, public rights of way, vegetation, general features, tourist/leisure information, access and coastal margin.

- Contours.

- Grid references, including purpose and reasons for using grid references when navigating.

- Setting map to ground.

Learning outcome 2: Know how to use a compass

2A   Using a compass

- Compass:
    - compass points
    - features (scales, base-plate, direction of travel arrow, magnifier, index pointer, dial, declination marks, orienting lines, needle, housing)
    - use and care
    - taking bearings from a map
    - magnetic bearings and variation
    - difference between mils and degrees
    - use at night and in limited visibility
    - finding direction without a compass.

2B   Taking bearings from a compass

- Grid and magnetic variations.

- Grid and magnetic calculations.

Learning outcome 3: Be able to use a map and compass to plan and undertake a route

3A Route planning skills

- Measuring distance:

  o using scale
  o using a protractor.

- Route card requirements:

  o details
  o group
  o day, date, times
  o legs
  o grid references
  o height
  o distance
  o rest stops
  o timings
  o comments
  o consideration of group capabilities
  o weather information
  o escape routes
  o effects of gradient
  o types of terrain
  o environmental impact
  o countryside code
  o Countryside Rights of Way Act 2000 – CRoW.

3B Undertaking a route

- Route travelling:

  o safety issues
  o consent forms
  o risk assessments
  o equipment
  o clothing and footwear
  o carrying kit
  o keeping up with the group
  o teamwork
  o communication
  o leading a leg of the route
  o decision making
  o problem solving
  o accurate navigation.

Learning outcome 3: Be able to use a map and compass to plan and undertake a route (continued)

3C   Evaluating route planning

- Evaluation:
    - strengths of self and group
    - areas for improvement of self and group
    - recommendations for future route planning.

Essential information for tutors and assessors

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 learners.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcomes 1 and 2 will usually be undertaken as preparation for the practical parts of the units.

Learning outcome 1

This learning outcome requires learners, through practical application, to present their knowledge of maps and how to read them.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline the similarities and differences in the presentation and use of **three** different types of map (AC1.1)

2. using an Ordnance Survey map, correctly identify conventional signs. These need to include **a minimum of five** signs/symbols from each of the following: roads and paths, railways, public rights of way, vegetation, general/land features, tourist/leisure information, heights and natural features, access land and coastal margin (AC1.2)

3. using examples, detail how grid references are used on a map (AC1.3)

4. using a map, describe how a map is set to ground. This should be evidenced as a practical activity with the learner talking through what they are doing (AC1.4).

Learning outcome 2

This learning outcome requires learners, through practical application, to present their knowledge of compass reading.

To satisfy the assessment criteria for this learning outcome, learners:

1. use a compass or diagram of a compass to correctly identify its features, including the following; scales, base-plate, direction of travel arrow, magnifier, index pointer, dial, declination marks, orienting lines, needle, housing (AC2.1)

2. use a compass to show how bearings are taken, describing the actions of the process (AC2.2).

Learning outcome 3

This learning outcome requires learners to demonstrate their ability to plan and undertake a defined route using a map and compass.

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in an observed activity where they plan and undertake a route, using a map and compass, to a given destination and provide evidence that they have met assessment criteria 3.1 and 3.2 and 3.3. This evidence should include the completed route planning card and a reflective account outlining how each of the assessment criteria was met, alongside observation record forms and a witness testimony from their tutor

2. summarise what went well, including individual and group strengths, and what could be improved from an evaluation of the completed route against the planned route and make suggestions for future route planning that would bring about improvements. This could be in a written or verbal format. (AC3.4 and 3.5).

Unit 7: Expedition Skills

Level: 2

Unit type: Optional

Guided learning hours: 64

Unit introduction

Expedition training is an exciting way for people to learn new skills as well as develop their self-confidence and other skills important for their personal development, for example communication, problem solving, teamwork skills.

In this unit, learners will learn about the equipment required for an expedition, whether it be a day or overnight expedition. This will help them make informed judgements when selecting equipment for an expedition.

They will explore how to plan appropriately for both types of expedition and actively contribute ideas during the planning of a route for a given expedition.

They will also have the opportunity to take part in an expedition (this can be a day or overnight expedition). They will need to evidence the role and responsibilities they had and how these contribute to the expedition.

Finally, they will evaluate their own and the team's performance during the expedition and use this information to make suggestions for how future expeditions could be improved.

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

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the equipment required for an expedition	1.1	Explain the appropriate equipment needed for both a day and overnight expedition
		1.2	Describe the use of safety equipment for both a day and overnight expedition
2	Be able to plan for an expedition	2.1	Explain the planning needed for a given expedition
		2.2	Contribute relevant ideas and suggestions during the planning of a route for a given expedition
3	Be able to participate in an expedition	3.1	Pack expedition equipment appropriate for the type of expedition
		3.2	Actively participate in an expedition against given brief/route card
		3.3	Carry out own role and responsibilities during the expedition
4	Be able to review an expedition to identify improvements	4.1	Evaluate individual performance from the expedition
		4.2	Evaluate team performance from the expedition
		4.3	Make suggestions for how future expeditions could be improved based on evaluation outcomes

Unit content

What needs to be learned

Learning outcome 1: Know the equipment required for an expedition

1A   Expedition equipment (why needed, when, how to use)

- Day expeditions:
  - food and water
  - personal equipment
  - layering system
  - jackets
  - trousers
  - socks
  - thermals
  - hats
  - gloves
  - fleeces
  - appropriate footwear
  - waterproofs
  - map and compass
  - torch
  - rucksack.

- Overnight expedition (in addition to day expeditions):
  - spare clothes
  - towel
  - toiletries
  - tent
  - sleeping bag and mat
  - stove
  - sanitation.

- Equipment considerations:
  - terrain
  - weather forecast
  - duration of expedition.

- Safety equipment:
  - appropriate for type of expedition
  - first aid kit
  - survival bags
  - whistle
  - flares
  - emergency rations

Learning outcome 1: Know the equipment required for an expedition (continued)

o sun cream
o insect repellent.
 	
• Correctly packing expedition equipment for type of expedition, e.g. load sharing, positioning of sleeping bag, waterproofing.
 	
• Use of equipment:
 	
   o usage of equipment
   o types and designs
   o care and maintenance of equipment.

Learning outcome 2: Be able to plan for an expedition

2A Planning for an expedition
 	
• Ideas and suggestions related to day expeditions:
 	
   o aims and objectives
   o individual and group ability
   o destination
   o transport
   o cost
   o time available
   o equipment
   o route plan
   o navigational skills
   o health and safety issues
   o risk assessments
   o first aid
   o weather forecast
   o permission/consent forms
   o emergency procedures
   o accommodation
   o Countryside Code
   o risk assessments
   o legislation
   o access permissions.

Learning outcome 2: Be able to plan for an expedition (continued)

- Ideas and suggestions related to overnight expeditions (in addition to day expeditions):
  - location
  - accommodation
  - menus
  - tent groups or other accommodation
  - camp craft
  - hygiene
  - weather information.

Learning outcome 3: Be able to participate in an expedition

3A   Actively participate in an expedition

- Correctly packing expedition equipment for type of expedition, i.e. considering weight and size of items, priority of items needed, health and safety, weather conditions.

- Appropriate route planning for expedition type and environmental conditions, including route card(s), destination, date, times, grid references, bearings, distances, height gained or lost, rest stops, total time, escape route, safety measures, environmental considerations, risk assessment.

- Roles and responsibilities:

  o if a day expedition

    – appropriate clothing and equipment
    – weather information
    – 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

  o if an overnight expedition (in addition to day expeditions):

    – setting up camp
    – camp craft
    – cooking food
    – taking down camp.

Learning outcome 4: Be able to review an expedition to identify improvements

4A   Reviewing an expedition

- Evaluation:

  o strengths of self and group
  o areas for improvement of self and group
  o recommending improvements for future expeditions.
  o benefits of expeditions, including skill development, communication, teamwork, cooperation, self-confidence, problem solving and physical benefits.

Essential information for tutors and assessors

Essential resources

Sufficient equipment for individuals and groups, taking into account bad weather, and qualified staff with knowledge of legislation are essential.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their knowledge of the equipment required for an expedition. This will usually be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners:

1. for a specified full-day and overnight expedition:

   a. detail the personal, group and safety equipment that would be required with detailed reasons to support why each is appropriate (AC1.1)

   b. describe the purpose and function of the safety equipment required and how to use it correctly. This could be evidenced through a practical demonstration (AC1.2).

Learning outcome 2

This learning outcome requires learners to demonstrate their ability to plan for a given expedition, together with their understanding what is required and why (this could be a full-day or overnight expedition).

To satisfy the assessment criteria for this learning outcome, learners, for a given expedition:

1. identify the planning requirements for the expedition with detailed reasons to support why each is necessary (AC2.1)

2. participate in the planning of the expedition route through putting forward ideas and suggestions. These should be relevant to the needs and requirements of the expedition (AC2.2).

Learning outcome 3

This learning outcome requires learners to demonstrate the skills and techniques they used during their participation in a given observed expedition where they provide evidence that they have met assessment criteria 3.1-3.3. In terms of packing expedition equipment, learners will be expected to show they have considered the weight and size of items, priority of the items needed, health and safety, and weather conditions. This evidence should include a brief plan of the expedition and a reflective account outlining how each of the assessment criteria was met, alongside observation record forms and a witness testimony from their tutor (AC3.1- 3.3).

Learning outcome 4

This learning outcome requires learners to take responsibility as an individual for reviewing their own and the team's performance during the expedition to improve in the future.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess their performance during the expedition using self-reflection and feedback from other team members and their tutor. As part of this review they need to detail **three** areas that they have performed well in and **three** areas where they could improve their performance and make an overall judgement on how well they did (AC4.1)

2. assess the team's performance during the expedition through a SWOT analysis. As part of this review they need to detail **one** area where they feel the team performed well and **one** area where they feel the team could improve their performance and make an overall judgement on how well the team did (AC4.2)

3. give **three** recommendations with reasoning on how the team as a whole could work better together in a future expedition (AC4.3).

Unit 8: Fundamental Seamanship Skills

Level:	**2**
Unit type:	**Optional**
Guided learning hours:	**68**

Unit introduction

Within this unit, learners will begin to develop the knowledge and skills needed to undertake short passages in inshore waters.

Firstly, learners are introduced to some fundamental elements of seamanship. This includes learning about the important role and effects of the wind and tide, effects on boat handling of different weather conditions, different types of inland waterway and their hazards and the main rules of the road for safe navigation, all of which prepares them for the water-borne practical activity. Practical application of this theory will encourage learners to appreciate how an understanding of the more theoretical aspect is essential to the success of the water-borne activities

The unit supports the development of practical skills in seamanship, rope work and both preparing and handling a boat under power or sail, and it is expected that all learners will undertake **at least 12 hours** practical boat handling to include manoeuvring under power or sail. This can be achieved either by short regular experience in boats or by a single practical session of two or three days aboard a large vessel, such as through a sail training trust for those establishments not close to a marine environment.

This unit develops an understanding of the emergency service organisations operating in a marine context as well as specialised agencies such as the Maritime and Coastguard Agency and the Royal National Lifeboat Institute. Learners will cover a variety of methods for summoning assistance from these agencies.

The unit contributes towards some of the *Royal Yachting Association (RYA) Essential Navigation* and *Day Skipper Shore-based course* and *Level 2 RYA Dinghy Sailing, Level 2 RYA Power Boating* and *Level 2 RYA Competent Crew.*

Note: It is a requirement of health and safety that a suitably qualified instructor is on board a vessel at all times. Learners' level of skill and ability will determine the level of supervision appropriate for the assessor or tutor.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand fundamental elements of seamanship	1.1	Explain how wind and tide can effect safe navigation
		1.2	Describe conditions and hazards associated with: • estuaries • harbour mouths • inland waterways
		1.3	Outline the main rules of the road applicable to vessels for safe navigation when: • in sight • under way • making way.
2	Know how to receive and interpret weather information	2.1	Outline the sources of weather information available for taking a vessel out on the water
		2.2	Describe the effects of different types of weather on a vessel undertaking a short passage
3	Be able to prepare for taking a vessel under sail or power out on the water	3.1	Identify relevant planning considerations for undertaking a short passage in inshore waters
4	Be able to demonstrate the ability to handle a boat under sail or power	4.1	Prepare a powered or sailing boat for sailing and coming alongside
		4.2	Use appropriate sailing skills in a boat under power or sail while under close supervision with an instructor on board
		4.3	Follow appropriate rules of the road
5	Understand how to summon assistance from the emergency services when in distress	5.1	Explain the emergency services available to assist personnel and vessels in distress
		5.2	Explain the methods available for summoning assistance when in distress

Unit content

What needs to be learned

Learning outcome 1: Understand fundamental elements of seamanship

1A   Basic language associated with boats

- Meaning of nautical terms, including, bow, stern, main sail, jib, rudder, centreboard, tiller, cleat, fairlead, port, starboard, windward, leeward, astern, ahead.

1B   Effects of wind and tide

- Wind:

  o   understanding the Beaufort Wind Scale
  o   points of sail
  o   onshore and offshore winds
  o   wind direction
  o   wind strength.

- Tide:

  o   interpreting tide tables
  o   the effects of tidal sequence – springs and neaps
  o   rule of twelfths, ebb and flow, headlands, channels and estuaries
  o   tidal direction
  o   tidal strength.

- Water state, e.g. wind against tide, wind with tide.

1C   Conditions and hazards associated with estuaries, harbour mouths and inland waterways

- Conditions and hazards associated with:

  o   estuaries
  o   harbour mouths
  o   inland waterways, including locks, weirs, overhead restrictions.

- Conditions, e.g. topography, land enclosure, water flow direction, wildlife, tidal/non-tidal, erosion, deposition of silt.

- Hazards, e.g. tidal currents, flow direction, pollution, visibility, sudden varying depth, other vessels.

1D   Rules of the road

- Rules of the road applicable to vessels in sight, under way and making way, including port/starboard, windward boat, overtaking boat, power/sail.

- Aware of lee shore dangers, sailing in close company with others and man overboard recovery.

Learning outcome 2: Know how to receive and interpret weather information
2A **Receive and interpret weather information**
• Examples of sources of weather information:
o inshore shipping forecast
o local radio and television
o coastguard VHF radio
o newspapers.
2B **Effects of different types of weather on a vessel undertaking a short passage**
• Effects of:
o local effects, e.g. funnelling
o sea breezes
o land breezes
o weather fronts
o low and high pressure systems.
• Extraction of basic information on the effect of weather on visibility.
• Boat handling and water state, e.g. fog, rainfall, wind.
Learning outcome 3: Be able to prepare for taking a vessel under sail or power out on the water
3A **Preparing for undertaking a short passage in inshore waters**
• Considerations:
o checking equipment (examples):
– clothing, safety equipment, integrity of the hull, rigging, ropes, towline, drinking water, food, equipment for summoning help, e.g. whistle.
– suitability and seaworthiness
o check conditions (examples):
– obtain and understand weather forecast for local conditions
– obtain and understand tide tables
o check self:
– capability of handling conditions
o checking permits and bylaws.

Learning outcome 4: Be able to demonstrate the ability to handle a boat under sail or power

4A   Rope work

- Different types of knot:

  o reef knot
  o figure of eight
  o bowline
  o round turn and two half hitches
  o clove hitch
  o sheetbend.

- Importance and application of these specific knots in a sailing context.

4B   Handling a boat under sail or power

- Royal Yacht Association standards for sail and power boat.

- Under sail:

  o sailing a boat through a triangular course that includes a windward leg
  o taking in a reef
  o man overboard drill
  o use of warps in mooring
  o basic bends and hitches in preparation of running gear ready for sailing and coming alongside.

- Under power:

  o stop and start engine with appropriate checks and precautions
  o getting under way
  o turning within a boat's length using forward and reverse gears
  o picking up a mooring
  o use of warps in mooring
  o basic bends and hitches in preparation of running gear ready for sailing and coming alongside.

Learning outcome 5: Understand how to summon assistance from the emergency services when in distress

5A   Summon assistance from the emergency services

- Types of emergency service available to assist personnel and vessels in distress:

  o Royal National Lifeboat Institution (RNLI)
  o Maritime and Coastguard Agency
  o air-sea rescue services
  o Harbour Masters.

- Methods of summoning assistance in times of distress:

  o whistle
  o very high frequency (VHF) radio
  o mobile phone
  o immediate assistance (MAY DAY) and urgency (PAN PAN) calls
  o sound signals, e.g. voice.

- Applicability and limitations of different methods.

Essential information for tutors and assessors

Essential resources

This unit has the following requirements:

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 to six learners (qualified under RYA / SCC / British Rowing / BCU)

- either RYA Rules and Regulations, Inshore Boating Operating Procedures 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 recognition of prior learning (RPL) for this unit using an appropriate mapping to the assessment criteria within it. This will identify the level of exemption. The RYA qualification must have been certificated within three years before the RPL being carried out.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Centres and learners must take appropriate responsibility for health and safety, risk assessment and considerations including weather, vessel condition and water conditions.

Learning outcomes 1, 2 and 5 will usually be undertaken as preparation for the practical parts of the units. Practical boat-handling sessions can also be occasions for assessing learners' ability to apply theoretical aspects covered in the classroom.

Learning outcome 1

This learning outcome requires learners to present their understanding of some of the fundamental elements of seamanship.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline a **minimum of two** ways wind can affect safe navigation. For each, give detailed supporting reasons that explain how (AC1.1)

2. outline a **minimum of two** ways tide can affect safe navigation. For each, give detailed supporting reasons that explain how (AC1.1)

3. describe **a minimum of three** conditions and a **minimum of three hazards** for each of the following. This could be presented using diagrams or pictures/photos with annotation:

    a. estuaries

    b. harbour mouths

    c. inland waterways (AC1.2)

1. choose a vessel and set out the main rules of the road that apply to the type of vessel when:

    o in sight

    o under way

    o making way (AC1.3).

Learning outcome 2

This learning outcome requires learners to present their knowledge of weather information, where it can be found and how to use and interpret the information.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline **at least three** different sources of weather information available for taking a vessel out on the water, including what information each source provides (AC2.1)

2. choose a type of vessel and **two** different weather conditions. For each weather condition, describe its effects on the vessel undertaking a short passage and give **at least one** detailed reason to support why (AC2.2).

Learning outcome 3

This learning outcome requires learners to demonstrate their ability to prepare a vessel under sail or power for taking out on the water.

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in an observed activity where they identify and record all the relevant considerations they need to take for a chosen vessel for a short passage in inshore waters. This evidence should cover equipment, conditions, self and any relevant bylaws/permits. Where aspects are difficult to assess through observation, other evidence should be included, for example. any completed records linked to preparing the vessel alongside observation record forms and a witness testimony from their tutor.

Learning outcome 4

This learning outcome requires learners to demonstrate the ability to handle a boat under sail or power under close supervision with an instructor on board. Practical boat-handling skills should be assessed while afloat in a suitable vessel. **It is a requirement of health and safety that a suitably qualified instructor is on board a vessel at all times. Learners' level of skill and ability will determine the level of supervision appropriate for the assessor or tutor.**

To satisfy the assessment criteria for this learning outcome, learners:

1. take part in an observed activity for their chosen boat where they provide evidence that they have met assessment criteria 4.1 to 4.3.

If the learner has required considerable support, and at times needed assistance with the practical skills, but has demonstrated the skill, then it would be fair to award 4.2.

Other supporting evidence should include a logbook of activities alongside observation record forms and 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, for example 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.

Learning outcome 5

This learning outcome requires learners to present their understanding of sources and methods for summoning assistance from the emergency services when in distress.

To satisfy the assessment criteria for this learning outcome, learners are presented with a case study scenario about how to summon assistance from the emergency services when in distress in which they are required to:

1. outline the emergency services that could assist personnel and vessels in distress relevant to the scenario, with detailed reasons to support why (AC 5.1)

2. identify relevant methods that could be used to summon assistance based on the scenario with reasons to support why (AC5.2).

Unit 9: Volunteering in the Community

Level:	**2**
Unit type:	**Optional**
Guided learning hours:	**62**

Unit introduction

Volunteers play a vital part in the community. Through volunteering, people can develop their existing skills and gain important new skills that will help them in life.

In this unit, learners will research different volunteering roles. This will help them understand the importance of volunteering in the community. Most importantly they will build their employability skills by participating in a form of volunteering, which could be taking part in a one-off event for charity or carrying out voluntary work for a period of time and reviewing their performance.

Through volunteering learners can develop their existing skills and gain important new skills that are valued by all the community. They may have the opportunity to work alongside people from different cultures and backgrounds, to work with people with disabilities or to work with people of different ages, which would be useful experience when seeking employment.

Finally, having undertaken voluntary work, learners will look at the benefits gained from the experience and for their personal development.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the opportunities for voluntary work	1.1	Describe the different types of voluntary work available
		1.2	Explain the skills required for a chosen volunteering activity
2	Understand the importance of volunteering	2.1	Explain why volunteering is important in the community
		2.2	Outline the benefits to be gained from undertaking volunteering activities
3	Be able to undertake voluntary work in the community	3.1	Work as a volunteer in the community in line with a given brief
		3.2	Demonstrate expected behaviours when volunteering
4	Be able to review the impact of voluntary work undertaken on self and others	4.1	Assess the impact of own voluntary work on self , others and voluntary organisation
		4.2	Identify lessons learnt from undertaking voluntary work in the community

Unit content

What needs to be learned

Learning outcome 1: Understand the opportunities for voluntary work

1A   Different types of voluntary work available

- Types, including purpose:

  o public sector, e.g. cadets (police, fire, army, RAF, local authority run events
  o charity sector, e.g. St John Ambulance, community events
  o charity shops, lunch clubs, animal sanctuaries, shelters for homeless people, Royal British Legion, street collections to raise fund
  o business sector, e.g. conservation projects, youth clubs, Red Cross.

1B   Skills required 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 Outcome 2: Understand the importance of volunteering

2A   Why volunteering is important in the community

- Provides:

  o expertise
  o provide time
  o provide extra help
  o provide new ideas.

- Respond in an emergency.

- Raise funds.

2B   Benefits to be gained from undertaking volunteering activities

- Gain new life skills.

- Develop existing skills.

- Diversity awareness.

- Gain employability experience.

- Build resilience.

Learning outcome 3: Be able to undertake voluntary work in the community

3A	**Carry out voluntary work**

- Follow the given brief.

- Identify volunteering opportunities.

- Ensure that chosen voluntary activity meets the brief.

- Undertake voluntary work demonstrating expected behaviours, e.g. punctuality, self-discipline, honesty integrity, reliability.

Learning outcome 4: Be able to review the impact of voluntary work undertaken on self and others

4A	**Impact on self**

- Skills developed.

- Experience gained.

- Lessons learnt.

- Recognition of contribution made.

4B   Impact on organisations and others

- Organisations and others:

  - teamwork
  - benefits to volunteer organisation, e.g. reputational value, morale, loyalty, recruitment opportunities
  - benefits to individuals/groups within the voluntary activities, e.g. feeling valued, having practical help.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcomes 1 and 2 will usually be undertaken as preparation for the practical parts of the units and will be based around tutor led discussion and research.

Learning outcome 1

This learning outcome requires learners to present their understanding of volunteering opportunities and the various skills required.

To satisfy the assessment criteria for this learning outcome, learners:

1. describe **two** volunteering roles with examples from each of the three types of volunteering work available (public sector, charity sector and business sector) with a view to choosing an area of interest to themselves (AC1.1)

2. for a chosen voluntary activity, outline the skills required, giving detailed reasons why they are needed (AC1.2).

Learning outcome 2

This learning outcome requires learners to present their understanding of the importance and benefits of volunteering.

To satisfy the assessment criteria for this learning outcome, learners:

1. give **three** detailed reasons why volunteering is important in the community (AC2.1)

2. detail **three** benefits a volunteer gains from undertaking volunteering activities (AC2.2).

Learning outcome 3

This learning outcome requires learners to undertake voluntary work in the community to demonstrate their skills and expected behaviours. The voluntary work should last a **minimum of 10 hours**. This can be carried out as a few days in a work setting or in a number of voluntary activity sessions such as fundraising.

To satisfy the assessment criteria for this learning outcome, learners:

1. as part of their normal voluntary work, carry out an observed activity according to the given brief where they provide evidence that they have met assessment criterion (AC3.1), including expected behaviours (AC3.2). This evidence should include a reflective account outlining how each assessment criterion was met, alongside observation record forms and a witness testimony from their tutor.

Learning outcome 4

This learning outcome requires learners to take responsibility as an individual for reviewing the impact of voluntary work undertaken on self and others, showing their understanding of the benefits gained, personal contributions made and what lessons can be learned.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess the impact on self, others and the voluntary organisation of the voluntary work undertaken through self-reflection. As part of this review, they will detail the contribution that was made; the skills and experience they and others gained and the benefits they and others experienced from the activity (AC4.1). Evidence could also include logs/journals and be presented as a report or presentation (AC4.1)

2. identify lessons learnt from the review of the voluntary activities (AC4.2).

Unit 10: Citizenship and Community Awareness

Level: 2

Unit type: Optional

Guided learning hours: 60

Unit introduction

It is important for learners to explore citizenship and the relationship between the individual and society. People taking part in community-based activities need to demonstrate the characteristics of good citizenship within their environment so that they can be good local or national citizens when called on to be so, especially in the course of their activities.

Within this unit, learners will be introduced to the terms citizenship, British values and equal opportunities in relation to uniformed organisations and community groups. The unit seeks to develop moral, social and cultural awareness. It also examines the relationship between individuals, society and the work of uniformed organisations and community groups. Learners should become aware of how they can make a difference within their community and improve their understanding and appreciation of both local and national society. They will also have the opportunity to look at ways they can review and develop their citizenship qualities.

This unit should employ active, enjoyable, stimulating and challenging teaching strategies. Completing this unit will help learners develop skills of communication, participation, research and debate. Learners will have to work cooperatively and will become prepared for the opportunities and responsibilities of participation in the uniformed organisations and community groups.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know what is meant by the terms citizenship, community and diversity	1.1	Describe the meaning of citizenship, community and diversity
		1.2	Explain the qualities of a good citizen
2	Understand what is meant by British values and equal opportunities in society	2.1	Explain the importance of the fundamental British values to society
		2.2	Explain why equal opportunities are important to society
3	Understand the contribution/value of cultural diversity to communities	3.1	Describe a culturally diverse community
		3.2	Explain how cultural diversity influences a community
4	Be able to review and develop own citizenship qualities	4.1	Identify own qualities in relation to citizenship
		4.2	Review value and contribution of own citizenship qualities to the community
		4.3	Identify ways to develop own citizenship qualities

Unit content

What needs to be learned
Learning outcome 1: Know what is meant by the terms citizenship, community and diversity

1A   What is meant by citizenship, community and diversity
 	
• Meanings:
 	
   o meaning of citizen and citizenship in the context of the community as a member of a geographical area or political community
   o becoming a citizen through birth, family and residence
   o the role of a citizen, e.g. paying taxes, voting, working, supporting the community and through membership of organisations
   o definition of diversity, e.g. ethnicity, religion, gender, sexuality, age, disability, composition of local and national communities
   o understanding the rights and responsibilities of individuals as citizens, including equality and respect
   o the role of the public services and citizens in promoting the concepts through fairness, respect, discipline and empathy.
 	
• Qualities of a good citizen:
 	
   o being honest
   o social participation
   o having integrity
   o valuing diversity
   o promoting justice
   o being considerate
   o promoting respect and unity
   o having courtesy.

Learning outcome 2: Understand what is meant by British values and equal opportunities in society

2A   Understanding fundamental British values and how these are defined

- Democracy, e.g. encouraging people to express their opinions.

- Respect for the rule of law, e.g. pointing out injustice and discrimination, having standards that apply to all.

- Supporting the celebration of diversity for those of different faiths, cultures and religions, including those without faith.

- Mutual respect, e.g. everyone is entitled to their own opinion.

- Individual liberty, e.g. freedom to make our own choices.

- Importance of fundamental British values in society.

- Assumptions and terms, e.g. what is meant by 'tolerance', 'respect' and 'acceptance'.

- Linking values to leadership, e.g. communicating with each other, sharing ideas, working in a team.

- Linking values to employability, e.g. diverse workforce, working effectively with others.

- Linking values to personal development, e.g. education and appreciation of British values, being responsible, respectful and active citizens who contribute positively to society.

2B   Equal opportunities and their importance

- Equal opportunities: treated equitably, free from artificial barriers, prejudices or preferences, able to access and participate in all areas of society.

- Protected characteristics (age, disability, gender reassignment, race or ethnicity, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity).

- Equality Act 2010: protecting individuals from discrimination.

Learning outcome 3: Understand the contribution/value of cultural diversity to communities

3A Value of cultural diversity to communities

- Diverse community:

    o similarities and differences between characteristics of groups and individuals, e.g. ethnicity, gender, age, culture, religion, sexual orientation or disability, different beliefs and values, different priorities in life
    o recognising that people have multiple identities
    o the importance of individuality and self-identification.

- Local community:

    o types, e.g. home town or city, region or area, exploring the population within the learner's own environment or specified area.

- Cultural diversity promotes community spirit through shared values, mutual respect and tolerance of those with different faiths and beliefs, and promoting integration, e.g. interculturalism, meaningful interaction, sense of belonging, resilience to extremism, civic pride, community cohesion.

- Other benefits of cultural diversity to communities and wider society, e.g. improved skills, knowledge and better educational outcomes, a healthier, more sustainable and more productive economy, increased creativity, developing a global mind-set increases opportunities in work.

- Challenges that face communities, e.g. poverty, crime, drugs, health, poor housing, poor education, mental health.

- How valuing diversity can contribute to a reduction in challenges.

- The role of all uniformed organisations and community groups in promoting cultural awareness in the community, e.g. importance of building acceptance, tolerance and understanding in society, being more aware of the way people live within a society enables better cohesion, having empathy in order to be effective and to gain public confidence, offering appropriate opportunities to all communities, understanding how the structures and institutions in society have historically disadvantaged specific groups, strategies to reduce disadvantage including awareness of own behaviour and assumptions, associations for minority groups within the public services, recruitment aims.

- Being aware of own values, how they have developed and their impact on relationships with others.

- Methods of promoting cultural awareness, e.g. planning and engaging in events, posters, leaflets, treating all staff fairly, policies and procedures, anti-bias training, promoting an open and inclusive culture.

Learning outcome 4: Be able to review and develop own citizenship qualities

4A   Identifying, reviewing and developing citizenship qualities

- Own citizenship qualities, e.g. demonstrating honesty during voluntary activity/work, self-discipline at school/college, respect for self and others in the community, taking responsibility and being honest.

- Assessing own strengths and areas for improvement, including active citizenship, actions taken in daily life, additional actions taken, e.g. volunteering, being an active citizen.

- Identifying ways to develop own citizenship skills:
  - using self-reflection and feedback from others
  - assess current actions taken in relation to British values
  - identify areas for development in line with British values
  - identify actions on how to improve in line with British values, including detailing targets, how they will be achieved and timeframe.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcomes 1-3 will usually be undertaken as preparation for the practical parts of the units.

Learning outcome 1

This learning outcome requires learners to present their knowledge of the terms citizenship, community and diversity.

To satisfy the assessment criteria for this learning outcome, learners:

1. using examples, describe the meaning of citizenship, community and diversity (AC1.1)

2. using examples, outline **four** qualities of a good citizen with supporting reasons for each (AC1.2).

Learning outcome 2

This learning outcome requires learners to present their understanding of British values and equal opportunities in society.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline **five** fundamental British values, including how they are defined and give **at least one detailed reason** why each is important to society (AC2.1)

2. identify **two** different protected characteristics and for each give a detailed reason to explain why equality of opportunity is important to society (AC2.2).

Learning outcome 3

This learning outcome requires learners to present their understanding of how cultural diversity contributes and adds value to communities.

To satisfy the assessment criteria for this learning outcome, learners:

1. describe, using examples, **two** factors that contribute to a community being culturally diverse (AC3.1)

2. outline how cultural diversity influences a community and give **at least two** detailed examples to support this (AC3.2).

Learning outcome 4

This learning outcome requires learners to take responsibility as an individual for reviewing and developing their own citizenship qualities.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess the value and contribution of **a minimum of two** citizenship qualities within a uniformed organisation or community group scenario/s using self-reflection and feedback from those who they have worked with and their tutor. As part of this review:

   a. identify **a minimum of two** citizenship qualities they have demonstrated as part of the scenario/s, including the value and contribution that was made to the community (AC4.1 and AC4.2)

   b. identify **two** citizenship qualities that can be improved from their review (AC4.3).

Unit 11: Developing Leadership Skills

Level: 2

Unit type: Optional

Guided learning hours: 64

Unit introduction

This unit is designed to enable learners to develop their understanding of leadership and the importance of it. Learners will have the opportunity to practise their own skills as a leader to be effective and later review and develop those skills.

These leadership skills are transferable and, in an era when jobs are extremely competitive, learners need to be able to demonstrate that they have the edge. Organisations are looking for people who are organised, good communicators, team players and leaders and this unit will help learners review their own ability to perform these skills in practice.

In this unit, learners will investigate different leadership skills and how they can be applied to different contexts. They will demonstrate and undertake tasks that showcase these skills, before reviewing their performance and having the opportunity enhance their skills.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the purpose and importance of leadership	1.1	Explain the importance of leadership
		1.2	Explain the skills needed for leadership
		1.3	Explain different styles of leadership and when they should be used
		1.4	Outline the role of a team leader in developing a team
2	Be able to work as an effective team leader	2.1	Agree goals for a defined task with the team
		2.2	Communicate effectively with the team
		2.3	Demonstrate appropriate leadership skills and behaviours for the defined task
		2.4	Monitor team progress to ensure goals are met
3	Be able to review and develop own leadership skills	3.1	Review own performance as a leader in a defined task
		3.2	Identify ways to develop own leadership skills from a defined task

Unit content

What needs to be learned
Learning Outcome 1: Understand the purpose and importance of leadership

1A Leadership skills

- The difference and relationship between leadership and management (influencing and inspiring people and giving them a sense of direction and purpose versus planning, organising, directing and controlling resources to complete tasks and activities).

- Importance of leadership:

  o self-leadership
  o setting a clear objective
  o to lead, guide, inspire and motivate team members to achieve objectives
  o to offer support and guidance as required.

- Leadership skills (examples):

  o verbal and non-verbal communication, delegation skills, effective listening, problem solving, dealing with conflict, time management, giving and receiving feedback.

1B Appropriate use of leadership styles

- Definition, characteristics and positive and negative impact of different

   leadership styles, e.g. autocratic, authoritarian, democratic, laissez faire.

- Appropriate use:

  o adapting leadership as required, e.g. based on the situation, experience of team or ability.

1C Developing a team

- Reviewing team performance against a project's objectives

- Identifying opportunities to improve team performance, e.g. developing individual's skills (upskilling), practising skills, motivational activities.

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

2A Lead a team effectively

- Team leadership skills and qualities:

  o skills, e.g. verbal and non-verbal communication, delegation skills, effective listening, problem solving, dealing with conflict, time management, giving and receiving feedback
  o qualities, e.g. professional, approachable, objective, patient, empowering, assertive, persistent, empathetic, discreet, consistent, charismatic, goal-focused, committed, motivational, diplomatic, integrity, fairness, leading by example, flexibility.

- Leadership tasks (examples):

  o leading team meetings
  o setting objectives
  o allocating roles
  o delegating responsibilities
  o monitoring progress
  o dealing with conflict
  o evaluating outcomes.

Learning outcome 3: Be able to review and develop own leadership skills

3A Review own performance

- Self-reflection.

- Ability to lead the team.

- Appropriateness of leadership style: authoritarian, democratic, laissez faire

- Impact of actions.

- Measuring task success by mapping it against objectives or aims.

- How the task showcased different essential and desirable public service skills.

- Quality of the work completed by all parties.

- Feedback gathered from tutor, peers.

3B Developing leadership skills

- Assess actions taken (appropriateness).

- Gain experience.

- Listen to feedback (from the team and others).

- Coping with results of a task (successful or not).

- Building resilience as a leader.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their knowledge of the purpose and importance of leadership. This will usually be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners:

1. outline **three** skills a leader should have and for each give **at least one** detailed reason that supports why (AC 1.2)

2. outline the need for leadership and provide **two** detailed reasons to support this (AC1.2)

3. outline **at least two** different leadership styles and for each set out in what types of situation they should be used, with detailed reasons to support this (AC1.3)

4. outline the role of a team leader in developing a team (AC1.4).

Learning outcome 2

This learning outcome requires learners to demonstrate the appropriate skills and qualities to lead a team as part of a task. Evidence for this learning outcome could come from *Unit 1*.

To satisfy the assessment criteria for this learning outcome, learners:

1. take on the team leader role for a defined observed task, demonstrating the appropriate skills, qualities and behaviours that enable the team to move towards a specific goal or goals of the task. This evidence should include a brief plan of the activity and a reflective account outlining how each of the assessment criteria was met, alongside observation record forms and a witness testimony from their tutor (AC2.1-2.4).

Learning outcome 3

This learning outcome requires learners to review their own performance in the defined task and identify improvements that could be made.

To satisfy the assessment criteria for this learning outcome, learners:

1. assess their performance as a leader in the defined task using self-reflection and feedback from other team members and their tutor. As part of this review:

    a. identify their leadership style and its impact (AC3.1)

    b. detail **three** areas that they have performed well in and **three** areas where they could improve their performance and make an overall judgement on how well they did (AC3.1)

1. identify **three** of their own leadership skills that can be improved from their review (AC3.2).

Unit 12: Planning and Creating a Music Product

Level: 2

Unit type: Optional

Guided learning hours: 60

Unit introduction

Creativity lies at the heart of the music industry and the ability to plan, develop and deliver a successful music product is a highly sought-after skill. Developing a music product requires a range of organisational, technical and administrative skills. A successful music product is also the result of effectively applying communication, teamwork and personal management skills.

In this unit, learners will create a music product such as a recording or live event. They will experience the full creative process starting with developing their initial idea and following this through to completion and delivery. They will also reflect on the success of both their product and their contribution to the creative process. They can work as part of a group to develop and create a music product but they must clearly evidence their individual contribution throughout the process.

This unit will require a minimum of 25 hours rehearsal time carried out under direct supervision and independently.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand how to plan for the creation of a music product	1.1	Describe the necessary planning requirements for the creation of a music product
		1.2	Identify required roles, actions and deadlines for the creation of a music product
2	Understand how to market and promote a music product	2.1	Describe ways a music product can be marketed and promoted
3	Be able to contribute to the creation of a music product	3.1	Contribute ideas that have a positive impact on the creation and delivery of a music product
		3.2	Demonstrate appropriate communication, teamwork and personal management skills when creating and delivering a music product
		3.3	Follow the developmental process for the creation and delivery of a music product
4	Be able to review a music product and the creative process	4.1	Identify strengths and areas for improvement of a music product
		4.2	Identify strengths and areas for improvement of a planning and development process
		4.3	Use strengths and areas for improvement identified to propose improvements to future working practices

Unit content

What needs to be learned

Learning outcome 1: Understand how to plan for the creation of a music product

1A Planning requirements

- Types of music product:
  - Performance, e.g. recital, gig, themed event
  - Recording, e.g. live or sequenced music
  - online product, e.g. podcast, website.

- Factors to consider when planning a music product:
  - target audience
  - artistic intention
  - type of venue
  - availability of equipment and resources (physical and human)
  - time constraints
  - budget
  - legalities, e.g. copyright, health and safety.

1B Producing an appropriate plan

- Planning:
  - format, size and scope of product
  - success criteria
  - identification and allocation of roles
  - identification and sourcing of required resources and equipment
  - timelines
  - deadlines and milestone review points
  - contingency planning.

Learning outcome 2: Understand how to market and promote a music product

2A Marketing and promoting a music product

- Marketing and promotion:
  - types of marketing and promotional activities
  - target markets
  - budget
  - physical assets, e.g. poster, flier, press release, merchandise
  - digital assets, e.g. website, radio advert, social media campaign.

Learning outcome 3: Be able to contribute to the creation of a music product

3A Creating and delivering a music product

- Group and individual work:
    - attending and contributing to development sessions, e.g. rehearsals
    - attending and contributing to development meetings
    - carrying out research and development work
    - selecting, developing and refining musical material
    - experimenting and trying ideas out
    - responding to the ideas of others
    - application of musical skills, e.g. performance, production
    - reviewing progress and adjusting plans
    - planning the format of the final presentation of the music product, e.g. album launch, event, broadcast.

- Personal organisation:
    - timekeeping
    - bringing the correct equipment
    - being prepared
    - working independently outside of planned sessions
    - working safely
    - keeping to deadlines
    - being disciplined.

3B Communication

- Communication skills:
    - respecting the opinions of others
    - supporting others
    - giving and accepting constructive feedback
    - liaising with others, e.g. performers, technicians, venue staff
    - use of technical language
    - accuracy and attention to detail in written communication, e.g. schedules, posters etc.
    - body language
    - verbal and non-verbal communication with audience.

Learning outcome 4: Be able to review a music product and the creative process

4A   Reviewing the product

- Review considerations:

    o artistic merits
    o measures of success
    o audience response and feedback
    o areas for improvement.

4B   Reviewing the process

- Review considerations:

    o effectiveness of planning
    o time management
    o professional relationships and working with others
    o individual and group contributions
    o use of resources
    o constraints and how these were overcome
    o how plans were adapted and reviewed
    o lessons learned.

4C   Improvements

- Identifying future improvements:

    o product improvements
    o responding to audience feedback
    o process improvements
    o finding more productive and efficient working practices
    o working with others
    o dealing with obstacles and constraints.

Essential information for tutors and assessors

Essential resources

For this unit, a suitable performance venue with an appropriate PA system and/or studio production facilities will be required.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to plan the creation of a music product to demonstrate their practical understanding of the requirements.

To satisfy the assessment criteria for this learning outcome, learners produce a plan for creating their music product that includes the following:

1. an introduction describing the type of product being created and how this is appropriate for the audience, venue and available resources (AC1.1)

2. identifies required roles, actions and deadlines (AC1.2).

Learning outcome 2

This learning outcome requires learners to present their understanding of how a music product can be marketed and promoted.

To satisfy the assessment criteria for this learning outcome, learners:

1. describe how they intend to market and promote the product they are creating (AC2.1).

Learning outcome 3

This learning outcome requires learners to take part in the development process for the creation and delivery of a music product to demonstrate their individual contribution and ability to communicate with others, work within a team and use their management skills.

To satisfy the assessment criteria for this learning outcome, learners:

1. write a reflective account detailing:

   a. how they have contributed to the development process and delivery of the product, including giving examples of **at least three** individual ideas they contributed. For each idea, learners need to explain the positive impact it had (AC3.1)

   b. how their communication, teamwork and personal management skills demonstrated throughout the development process were appropriate (AC3.2)

   c. how well they followed the creative process for the development and delivery of the music product, identifying any gaps (AC3.3).

Other evidence should include witness testimony from their tutor and the completed music product.

Learning outcome 4

This learning outcome requires learners to take responsibility as an individual for reviewing their own contribution to improve in the future.

To satisfy the assessment criteria for this learning outcome, learners:

1. review their contribution in the creative process and the music product using self-reflection and feedback from peers to:

   a. identify **three** areas of strength and **three** areas for improvement relating to their final music product (AC4.1)

   b. identify **three** areas of strength and **three** areas for improvement relating to their planning and development process (AC4.2)

   c. make proposals for **three** areas for personal improvement that they will implement in future projects (AC4.3).

Unit 13: Solo Music Performance

Level: 2

Unit type: Optional

Guided learning hours: 62

Unit introduction

Developing a career as a solo performer takes lots of dedication, versatility and practice. Soloists spend vast amounts of time exploring repertoire and honing their technical and interpretive skills so that they can give flawless and consistent performances every time.

In this unit, learners will learn how to select appropriate musical material for a particular performance context. They will develop their technical and interpretive skills by undertaking a practice routine that will enable them to present a solo performance to an audience. They will also explore the required preparations that are needed when planning and presenting a solo performance.

This unit will require a minimum of 30 hours rehearsal time carried out under direct supervision and independently.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Be able to plan repertoire for a solo performance	1.1	Select pieces of music that are appropriate for the performance context
		1.2	Justify pieces of music chosen for the performance context
2	Be able prepare for a solo performance	2.1	Identify practice techniques that can improve own performance skills
		2.2	Undertake a practice routine to improve identified performance skills
		2.3	Carry out the technical and physical preparations appropriate for the chosen solo performance
3	Be able to perform music to an audience as a soloist	3.1	Perform contrasting pieces of music as a soloist with competent technical and interpretive skills

Unit content

What needs to be learned

Learning outcome 1: Be able to plan repertoire for a solo performance

1A Choosing repertoire for a performance context

- Considerations:
  - exploration of repertoire through research and listening
  - assessment of own individual level of skill
  - technical difficulty
  - level of stretch and challenge
  - audience and venue.

1B Justifying repertoire

- Justifying:
  - creating a contrasting and balanced programme
  - venue and available equipment
  - audience
  - genre, style and mood
  - preparation time required
  - accompaniment requirements.

Learning outcome 2: Be able to prepare for a solo performance

2A Practice techniques

- Techniques:
  - warm-ups
  - technical exercises, e.g. scales and arpeggios
  - studies
  - motor skills and coordination
  - timing, e.g. exercises using a metronome
  - speed and dexterity
  - tone and sound production.

2B Undertaking a practice routine

- Routine:
  - skills audit
  - target setting and review
  - specific activities and exercises to improve skills
  - adjusting and refining practice routine
  - monitoring and logging progress, e.g. milestone reviews.

Learning outcome 2: Be able to prepare for a solo performance (continued)

2C   Preparation for performance

- Examples of technical preparations:

  o preparing instrument/voice, e.g. in working order, warm-up
  o preparing sheet music, backing tracks etc.
  o contingency planning, e.g. spare strings, reeds etc.
  o setting up
  o liaising with technicians and venue staff.

- Examples of physical preparations:

  o relaxation exercises
  o concentration techniques
  o exercises for controlling nerves
  o rehearsing with accompanist
  o dress rehearsal and sound checks
  o verbal communication, e.g. introductions
  o presentation, e.g. entrance and exit from stage, bows etc.

Learning outcome 3: Be able to perform music to an audience as a soloist

3A   Performance skills

- Technical accuracy:

  o intonation
  o pitch
  o rhythm
  o choice of tempo
  o performance directions, e.g. articulation, dynamics etc.

- Interpretation:

  o dynamic contrast
  o phrasing
  o articulation
  o expression
  o communication of mood and lyrics (where appropriate)
  o fluency
  o stylistic awareness
  o coordination with accompanist.

- Confidence:

  o management of nerves
  o stage presence
  o verbal and non-verbal communication with audience
  o entrance and exit from the stage.

Essential information for tutors and assessors

Essential resources

For this unit, a suitable rehearsal and performance space are required.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to select pieces of music for a performance to demonstrate their ability to choose and justify appropriate pieces.

To satisfy the assessment criteria for this learning outcome, learners:

1. identify pieces of music appropriate for the performance context and give **at least one** reason to support why their selection is appropriate for the audience, venue and their level of technical ability (AC1.1 and 1.2).

Learning outcome 2

This learning outcome requires learners to demonstrate their ability to develop their solo performance skills by undertaking the necessary preparations for a performance.

To satisfy the assessment criteria for this learning outcome, learners:

1. identify **at least three** specific practice exercises/techniques that could improve their performance skills (AC2.1)

2. undertake a practice routine through:

   a. completing an initial skills audit and practice plan

   b. completing **three** milestone reviews evaluating their progress in relation to their plan (AC2.2)

3. write a reflective account detailing the technical and physical preparations they carried out for their solo performance, including why each was appropriate (AC2.3).

Learning outcome 3

This learning outcome requires learners to demonstrate their competence in performing to an audience as a soloist.

To satisfy the assessment criteria for this learning outcome, learners:

1. provide video evidence of them performing as a soloist to an audience **at least three** contrasting* pieces of music of a **minimum of two minutes** each Their performance needs to be technically accurate (meeting all the requirements of technical accuracy as detailed in the unit content), show stylistic awareness and confidence. Any errors in the performance will be minor and unobtrusive (AC3.1). Witness statements from peers or leaders after the activities have taken place could provide supporting evidence.

*contrasting: learners should aim to perform pieces that contrast in terms of tempo, mood and style.

Unit 14:

Working as a Musical Ensemble

Level: **2**

Unit type: **Optional**

Guided learning hours: **64**

Unit introduction

Very few musicians work in isolation and being able to work as part of an ensemble is an essential skill for any musician. Musical ensembles come in many different forms such as orchestras, choirs, brass bands, rock bands etc. but no matter what form the ensemble takes, the skills required are the same.

In this unit, learners will explore the roles and responsibilities of members of musical ensembles. They will form their own ensemble and select, plan and rehearse musical material and eventually present a performance as a group. In addition to developing their musical skills, they will also develop the necessary organisational, teamwork and professional skills required to be a successful ensemble musician.

This unit will require a minimum of 35 hours rehearsal time carried out under direct supervision and independently.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the roles and responsibilities of members of musical ensembles	1.1	Describe roles and responsibilities of members of musical ensembles
2	Be able to prepare for a performance as part of a musical ensemble	2.1	Identify the planning and preparation required for a successful ensemble performance
		2.2	Set and review relevant targets for rehearsals that will result in musical progress
		2.3	Contribute ideas that have a positive impact on rehearsals for an ensemble performance
		2.4	Demonstrate expected behaviours throughout ensemble performance rehearsals
3	Be able to perform as part of a musical ensemble	3.1	Perform contrasting pieces of music as part of an ensemble with competent technical and ensemble skills

Unit content

What needs to be learned
Learning outcome 1: Know the roles and responsibilities of members of musical ensembles

1A   Roles and responsibilities
 	
● Roles:
 	
   ○ instrumentalist
   ○ soloist
   ○ vocalist
   ○ backing vocalist
   ○ band leader
   ○ section leader
   ○ conductor
   ○ musical director
   ○ assistant musical director
   ○ chorus master/mistress.
 	
● Responsibilities:
 	
   ○ reliability
   ○ attendance and punctuality
   ○ having appropriate equipment, e.g. instrument, leads, reeds etc.
   ○ scheduling and organising rehearsals
   ○ selecting repertoire
   ○ arranging musical material
   ○ being prepared for rehearsals, e.g. individual practice, score preparation
   ○ preparing resources, e.g. sheet music, chord charts, lead sheets etc.
   ○ contributing to rehearsals and suggesting improvements
   ○ offering and responding to constructive criticism
   ○ supporting and helping others
   ○ organising performances
   ○ marketing and promoting performances
   ○ liaising with technicians and venue staff
   ○ setting up and packing down equipment for rehearsals and performances.

Learning outcome 2: Be able to prepare for a performance as part of a musical ensemble

2A   Planning and preparation

- Selecting material:

  - venue and available equipment
  - audience
  - genre, style and mood
  - contrasting and balanced programmes
  - assessment of own and others' levels of skill
  - common musical interests
  - combination of instruments and voices available
  - time constraints.

- Organisation:

  - appropriate rehearsal space
  - equipment, e.g. instruments, music stands, PA system etc.
  - scheduling rehearsals
  - planning rehearsals
  - liaising with technicians and venue staff
  - arranging performances and bookings
  - promoting performances.

2B   Targets

- Setting targets:

  - SWOT analysis to inform target setting
  - identifying long-term goals and aims
  - short-, medium- and long-term targets
  - SMART targets
  - group and individual targets
  - identifying deadlines and milestones
  - documenting targets in an appropriate format
  - communicating targets and ensuring a common understanding.

- Reviewing targets:

  - professional discussions
  - debriefing
  - measuring and evidencing progress
  - documenting progress made
  - using reviews to inform future target setting.

Learning outcome 2: Be able to prepare for a performance as part of a musical ensemble (continued)

2C Rehearsal skills

- Taking part in rehearsals:

  - warming up
  - tuning up
  - setting targets for the rehearsal
  - giving and receiving direction
  - listening to others
  - problem solving
  - finding solutions to musical problems
  - refining material
  - suggesting alternatives
  - isolating and improving problematic sections of music.

- Expected behaviours:

  - attendance and punctuality
  - being prepared for the session, e.g. working on own part in own time
  - having the correct equipment
  - positive attitude and enthusiasm
  - respecting and encouraging others
  - listening and following instructions
  - clear communication
  - responding to constructive criticism
  - working tidily and safely.

Learning outcome 3: Be able to perform as part of a musical ensemble

3A Performance skills

- Technical accuracy:

  - pitch
  - rhythm
  - intonation
  - timing
  - dynamics, articulation and expression.

- Ensemble skills:

  - stylistic awareness
  - awareness of own role in ensemble
  - sensitivity, response and interaction with others in the ensemble
  - following a conductor, musical director etc.
  - balance and blend between instruments/voices
  - positioning and use of space
  - appearance, dress and image.

Learning outcome 3: Be able to perform as part of a musical ensemble (continued)

- o physical expression and body language
- o verbal and non-verbal communication with audience
- o stage presence, e.g. entering and exiting the stage
- o responding to mistakes and unexpected occurrences.

Essential information for tutors and assessors

Essential resources

For this unit, practice and rehearsal facilities and a space in which to present musical performances are required.

Assessment

This unit is internally assessed. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in the context of the learners showing how they have demonstrated and developed their skills drawing on learning from the unit. It must be designed in a way that enables learners to meet all the assessment criteria.

A recommended assessment approach is given below. It sets out suggested assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria.

Centres are free to create their own assessment as long as they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning outcome 1

This learning outcome requires learners to present their knowledge of the roles and responsibilities of members of musical ensembles. This will be undertaken as preparation for the practical parts of the units.

To satisfy the assessment criteria for this learning outcome, learners:

1. identify **at least three** roles within musical ensemble and describe the specific responsibilities associated with each role (AC1.1).

Learning outcome 2

This learning outcome requires learners to take part in the planning, preparation and rehearsal process for an ensemble performance to demonstrate their practical understanding of the process.

To satisfy the assessment criteria for this learning outcome, learners:

1. provide **at least two** examples of how they contributed to the selection of musical material for a performance and **at least two** examples of how they contributed to the planning and organisation of rehearsals (AC2.1)

2. complete a SWOT analysis and show how it is used to identify and set appropriate SMART targets that will bring about musical improvement for a series of rehearsals (AC2.2)

3. use appropriate review methods and timings to identify required actions that will bring about future improvements in the rehearsal process (AC2.2)

4. participate in **at least three** different observed rehearsal sessions, demonstrating the behaviours expected (AC2.3).

This evidence should include:

    a. self-reflection detailing how they have contributed to ensemble rehearsals, giving **at least four** examples of individual ideas for improvement and their impact (AC2.2)

    b. demonstrating expected behaviours in **at least three** different rehearsal sessions (AC2.3)

alongside completed SWOT documentation, observation record forms and witness statements from peers or leaders after the activities have taken place (AC2.2-2.3).

Learning outcome 3

This learning outcome requires learners to demonstrate their competence in performing as part of a music ensemble.

To satisfy the assessment criteria for this learning outcome, learners:

1. provide video evidence of them performing as a part of a musical ensemble **at least three** contrasting* pieces of music lasting a minimum of three minutes each. Their performance needs to be technically accurate (meeting all the requirements of technical accuracy as detailed in the unit content), show stylistic awareness and awareness of their own role in ensemble. Any errors will be minor and unobtrusive (AC3.1). Witness statements from peers or leaders after the activities have taken place could provide supporting evidence.

*contrasting: learners should aim to perform pieces that contrast in terms of tempo, mood and style.

10 Suggested teaching resources

This section lists some resource materials that can be used to support the delivery of the qualifications.

Textbooks

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

Bean A – *Food for Fitness* (Bloomsbury Sport, Fourth Edition, 2014) ISBN 9781472901996

Bierbaum N – *Personal Effectiveness: Be Your Best Self Paperback* (Alembic, 2019) ISBN 9780639823706

Chittenden H – *The Volunteer: A Guide to Volunteering* (Chittenden, 2015) ISBN 9780993239908

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

Fulbrook J – *Outdoor Activities, Negligence and the Law Paperback* (Routledge, 2016) ISBN 9781138254879

Hasson G - *Brilliant Communication Skills:* What the Best Communicators Know, Do and Say (Brilliant Business), (Pearson Education Ltd, 2011) ISBN 9780273761747

Hawkins P – *Map and Compass (Cicerone Techniques Guide),* Second edition (Cicerone Press, 2013) ISBN 9781852845988

Hawkins P – *Navigation: Techniques and skills for walkers,* Second Edition (Cicerone Press, 2019) ISBN 9781852848910

Kay F – *Smart Skills: Working with Others,* (Legend Business, 2019) ISBN 9781789550054

Langmuir E – *Mountaincraft and Leadership*, Fourth Edition (Sport Scotland and MLTB, 2013) ISBN 978-0956886903

Maciver T **–** *Activities, Games and Challenges for Learning Outside the Classroom 2 2018: the Teacher, Playworker, Outdoor Practitioner and Forest School Leader Handbook of Games and Activities Paperback* (Forezt publishing, 2018) ISBN 9781527228023

Marsh T – *NAVIGATION SKILLS FOR WALKERS - Map Reading, Compass and GPS (Pathfinder Guides)* (Ordnance Survey, 2019) ISBN 9780319091753

Owen J**–** *The Leadership Skills Handbook: 90 Essential Skills You Need to be a Leader,* Fourth edition (Kogan, 2017) ISBN 9780749480332

Slater M – *Togetherness: How to Build a Winning Team* (Dark River, 2019) ISBN 9781911121503

Trough F – *Brilliant Employability Skills*, 2nd Edition (Pearson FT Prentice Hall, 2017) ISBN 9781292158907

Wales J – *Citizenship Today, Students' Book,* Fourth Edition (Collins Educational, 2016) ISBN 9780008162924

Websites	
Business Balls	www.businessballs.com
British Nutrition Foundation	www.nutrition.org.uk/
Careers advice	nationalcareersservice.direct.gov.uk
Duke of Edinburgh Award	www.theaward.org
Equality Act 2010	www.equalities.gov.uk/equality_bill.aspx
Equality and Human Rights Commission	www.equalityhumanrights.com
Maritime and Coastguard Agency	www.mcga.gov.uk
Mindtools	www.mindtools.com
NCVO	www.ncvo.org.uk
NHS Choices	www.nhs.uk/live-well/
Ordnance Survey	www.ordnancesurvey.co.uk
The Outward Bound Trust	www.outwardbound.org.uk
The Ramblers Association – using a compass	www.ramblers.org.uk/
Royal National Lifeboat Institution	www.RNLI.org.uk
Royal Yachting Association	www.rya.org.uk
Skills you need	www.skillsyouneed.com
Volunteering Inspired	www.vinspired.com

11 Appeals

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

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

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

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

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

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

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

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

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

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

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- temporarily withholding certification of learners

- placing temporary blocks on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet: *A guide to the awarding bodies' appeals process.*

13 Further information and publications

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

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

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

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)

- *A guide to the special consideration process* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *UK Information Manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).

- *Distance learning and assessment policy* (Pearson)

Publisher information

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

14 Glossary

Part A – General terminology used in specification

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

Part B – Terms used in knowledge and understanding criteria

Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

Annexe A

Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamworking and Personal Development in the Community (last registration 31/05/2021).

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Unit 1	P										
Unit 2	P										
Unit 3		P	P								
Unit 4				P							
Unit 5					P						
Unit 6						P					
Unit 7							P				
Unit 8								P			
Unit 9									P		
Unit 10										P	
Unit 11	NEW										
Unit 12	NEW										
Unit 13	NEW										
Unit 14	NEW										

KEY

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