

Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)

Specification

NVQ/competence-based qualifications

First registration March 2013

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4 Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 2 NVQ Diploma in Public Services –Operational Delivery (Uniformed) (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson Edexcel Level 2 NVQ in Diploma in Public Services Issue 4 changes

Summary of changes made between previous issue 3 and this current 4 issue	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	15-65

Issue 3 specification changes summary:

Two former mandatory units are now optional and have been moved into Optional group B for the structure:

- T/601/3115 Participate in Combat Operations Preparation (Unit 12)
- F/601/2761 Participate in Adventurous Activities (Unit 13)

In addition, the following **optional unit has also been added** to Optional group B:

- H/504/4396 Preparation for Maritime Operations (Unit 14)

These changes were made at the request of HM forces and in consultation with Skills for Justice, in order to allow greater flexibility for the learner.

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

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

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Qualification title covered by this specification

This specification provides the information you need to offer the Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)	600/7938/1	01/03/2013

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification replaces the following qualification from March 2013:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)	600/2501/3	01/08/2011	28/02/2013

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma - a qualification with a TQT value of 370 or more

Key features of the Pearson Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)

This qualification:

- is nationally recognised
- is based on the Public Services National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by Skills for Justice, the Sector Skills Council for Justice, Community Safety and Legal Services.

The Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) has been approved as a component for HM Forces Intermediate Apprenticeship framework.

What is the purpose of this qualification?

The purpose of this qualification is to confirm competence in an occupational role to the standards required for that role. This qualification is intended to develop skills to intermediate level for Royal Marine Rifleman, Army Infantryman and RAF Regiment Gunner recruits and is available to learners in the Royal Navy (including Royal Marines), Army and Royal Air Force.

The qualification covers work-based learning activities that encapsulate the range of knowledge and skills needed to be competent as a sailor/marine, soldier or airman/woman, such as physical fitness, first aid, navigation, operating weapons systems, ceremonial duties, combat preparation and damage control on board HM ships. Other units within the qualification are designed to develop wider skills, such as teamwork, to help improve competence and equip learners for career progression.

Who is this qualification for?

This qualification is for learners aged 16 and above who are capable of reaching the required standards.

Pearson policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.
- be offered to learners who have been recruited with integrity by the centre.

This qualification has been designed for those working in HM Forces. It replaces existing provision in the sector. There are no other qualifications in the sector that meet the needs of these learners.

What are the benefits of this qualification to the learner and employer?

This qualification enables learners to develop the knowledge and skills essential for operating effectively as a member of HM Forces.

What are the potential job roles for those working towards this qualification?

Potential job roles that learners working towards this qualification could consider include:

- Royal Navy/Marines Officer
- Royal Navy/Marines Rating
- Army Officer
- Army Soldier
- Royal Air Force (RAF) Airman/Woman
- Royal Air Force (RAF) Officer.

What progression opportunities are available to learners who achieve this qualification?

Learners can develop further in related sectors, for example communication technologies, because of the fundamental relationships between the Public Services National Occupational Standards and other National Occupational Standards in related sectors.

Learners can progress to BTEC qualifications at Levels 3 and 5, including:

- Pearson BTEC Level 3 Certificate in Public Services
- Pearson BTEC Level 3 Subsidiary Diploma in Public Services
- Pearson BTEC Level 3 Diploma in Public Services (Uniformed)
- Pearson BTEC Level 3 Diploma in Public Services (Non-uniformed)
- Pearson I BTEC Level 3 Extended Diploma in Public Services (Uniformed)
- Pearson BTEC Level 3 Extended Diploma in Public Services (Non-uniformed)
- Pearson BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services
- Pearson BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services
- Pearson BTEC Level 3 Certificate in Public Sector Practice
- Pearson BTEC Level 3 Certificate in Public Sector Practice (Uniformed)
- Pearson BTEC Level 3 Diploma in Public Sector Practice
- Pearson BTEC Level 3 Diploma in Public Sector Practice (Uniformed)
- Pearson Level 5 BTEC Higher National Certificate in Public Services
- Pearson Level 5 BTEC Higher National Diploma in Public Services.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

To achieve this qualification, learners must achieve 42 credits from Mandatory Group A, plus a minimum of 8 and a maximum of 14 credits from Optional Group B.

Learners can select additional optional units from Optional Group B for which they will achieve unit certification.

Key Information

1. Total Qualification Time: 500
2. Guided Learning Hours: 353
3. Credit value: minimum of 50 credits

All units must be assessed in accordance with the Skills for Justice Assessment Strategy which can be found in *Annexe C*.

Group A – mandatory units

Credit value required: 42 credits

Level	Unit reference number	Unit title	Credit	Guided Learning Hours (GLH)
2	Y/601/3074	Maintain Competence, Knowledge and Standards of Conduct in Public Service	7	40
2	R/601/3087	Work Safely in Public Service	2	15
2	K/601/3094	Work as a Team Member to Deliver Public Service	4	30
2	T/601/3096	Administer First Aid	1	8
2	F/601/3098	Use and Maintain Physical Resources	6	40
2	K/601/2754	Use Communication Systems in Working Contexts	3	25
2	M/601/2755	Meet Physical Fitness Requirements	4	30
2	A/601/2757	Plan and Navigate a Cross Country Route	4	25
2	F/601/2758	Operate and Maintain Small Arms and Team Weapons	6	40
2	A/601/2760	Perform Ceremonial Duties	5	40

Group B – optional units

Credit value required: minimum 8 credits.

Level	Unit reference number	Unit title	Credit	Guided Learning Hours (GLH)
2	T/601/2756	Conduct Damage Control Activities on Board Ship	4	32
2	T/601/3115	Participate in Combat Operations Preparation	8	60
2	F/601/2761	Participate in Adventurous Activities	4	30
2	H/504/4396	Preparation for Maritime Operations	6	40

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment strategy for the sector.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe C*. It has been developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessment in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment where it is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Learners may provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to cross-reference their evidence to the relevant assessment.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website, qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson accredited qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition and approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

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

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in HM Forces sector. Physical resources need to support both the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Full account must be taken by a centre and staff involved in the delivery of a qualification of Health and Safety requirements. Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. Staff

assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Maintain Competence, Knowledge and Standards of Conduct in Public Service

Unit reference number: Y/601/3074

Level: 2

Credit value: 7

Guided learning hours: 40

Unit summary

This unit is about keeping technical competence and knowledge up to date and maintaining the organisation's required standards of conduct in public service.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

developing:

- work-related knowledge
- work-related competence

meeting requirements:

- organisational priorities
- short-term, work-related objectives

maintaining standards:

- health and safety
- diversity
- organisational ethos/culture and values
- conduct.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted, and as specified in the assessment strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to comply with the professional development programme	1.1 Identify development needs which are consistent with meeting professional needs 1.2 Carry out development activities which are consistent with meeting professional needs 1.3 Use feedback to enhance performance 1.4 Keep technical knowledge and competence up to date.			
2 Understand the principles of professional development	2.1 Explain their personal work objectives and the organisation's priorities and expectations 2.2 Explain the importance of feedback to enhance performance 2.3 Explain the requirements of their role and level of responsibility.			
3 Be able to meet the organisation's required standards of conduct	3.1 Treat others with courtesy and respect 3.2 Conduct themselves in a way that contributes to the good name of the organisation 3.3 Adhere to organisational procedures and requirements in communicating with others 3.4 Meet the organisation's requirements for personal presentation, personal effectiveness and time management.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the organisation's policies, principles and procedures for standards of conduct in public service	4.1 Describe the requirements of codes of practice affecting the job role 4.2 Describe the penalties of breaching the organisation's regulations and codes of practice 4.3 Describe the organisation's complaints/grievance procedure 4.4 Explain to whom to go for advice and guidance 4.5 Explain the importance of respecting the needs, values and beliefs of others 4.6 Explain the importance of maintaining confidentiality and the possible consequences of not doing so.			
5 Adhere to the organisation's procedures	5.1 Work within the limits of their own authority 5.2 Maintain their own personal safety 5.3 Work in a way that contributes to the safety of others.			

Unit 2: Work Safely in Public Service

Unit reference number: R/601/3087

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about working safely in public service.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*AnnexeC*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment through observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

health and safety:

- of themselves
- of others

working with:

- equipment
- consumables.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 1.1.4 Work safely in public service.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to carry out working practices in accordance with legal and organisational requirements	<p>1.1 Make sure their personal conduct and presentation in the workplace does not endanger the health and safety of themselves or others</p> <p>1.2 Take action to deal with health and safety hazards within the limits of their responsibility.</p>			
2	Be able to maintain a healthy and safe working environment	<p>2.1 Follow organisational procedures for the safe use of equipment and consumables</p> <p>2.2 Keep the working environment free from hazards</p> <p>2.3 Use and store equipment in the prescribed manner</p> <p>2.4 Dispose of or recycle waste in accordance with organisational procedures.</p>			
3	Understand the policies and requirements of safe working	<p>3.1 Explain what to do in the event of an emergency</p> <p>3.2 Explain their personal responsibility for health and safety</p> <p>3.3 Explain the action to take in respect of health and safety hazards</p> <p>3.4 Explain the relevance of personal protective equipment (PPE)</p> <p>3.5 Explain the importance of alerting others to possible health and safety hazards and risks</p> <p>3.6 Explain waste disposal and recycling procedures in</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	their own organisation.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Work as a Team Member to Deliver Public Service

Unit reference number: K/601/3094

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about working as a team member to deliver public service.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

communication:

- one-to-one
- within a group/team
- one to a group

task requirements:

- directed (i.e. where clear cut roles have been assigned to individuals)
- cooperative (i.e. where no *individual* roles have been assigned).

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 4.4.1 Work as a team member to deliver public service.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to carry out responsibilities within the team according to procedures and the requirements of tasks	1.1 Work within agreed time schedules to meet team objectives 1.2 Use the most appropriate methods of communication.			
2 Understand the principles of team working	2.1 Explain the team's objectives 2.2 Explain the communication channels within the organisation and within the team 2.3 Explain the communication procedures within the organisation and within the team 2.4 Explain the importance of clear communication within the team 2.5 Explain the importance of listening to and respecting all views 2.6 Describe the problems that may arise within the team and how to overcome them 2.7 Explain how, when and to whom to report problems beyond their level of responsibility 2.8 Explain the importance of keeping to the agreed time schedules.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support colleagues within the team to complete tasks	3.1 Treat other team members with courtesy and respect 3.2 Offer help to colleagues within the limits of their own responsibility 3.3 Ask for help from colleagues within the limits of their responsibility 3.4 Use feedback to make improvements to individual or team performance.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Administer First Aid

Unit reference number: T/601/3096

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit is about administering first aid in public service for minor and major injuries and cardio-pulmonary resuscitation for conscious and unconscious casualties.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

- minor injuries
- major injuries
- cardio-pulmonary resuscitation

casualties:

- conscious
- unconscious.

Evidence for this unit may be provided by simulation. Learners may be assessed by first-aid experts from within the organisation or from an external organisation. Witness testimony from a subject-matter expert may be used as evidence of competence.

In addition, the Health and Safety Executive (HSE) First Aid at Work Certificate may be used as a proxy against this unit provided that:

- the certificate was achieved within its validity period
- the original, authenticated certificate is presented to the assessor
- a photocopy of the verified certificate is retained in the learner's portfolio.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 4.4.2 Administer first aid.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of administering first aid	1.1 Explain current practices in administering first aid 1.2 Explain the sequence in which to carry out first aid 1.3 Explain the limitations and risks of applying first aid to others 1.4 Explain how to identify the nature and severity of the injury 1.5 Describe how to deal with unconscious casualties 1.6 Describe how to give cardio-pulmonary resuscitation 1.7 Explain how to monitor the continuing condition of the casualty 1.8 Explain what information is required by medical personnel 1.9 Explain the organisation's casualty evacuation procedures.			
2 Be able to administer first aid commensurate with the injury	2.1 Obtain assistance appropriate to the situation 2.2 Assess the nature and severity of the injury 2.3 Take action commensurate with the injury to prevent it from worsening.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Use and Maintain Physical Resources

Unit reference number: F/601/3098

Level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about using and maintaining physical resources.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

Learners must demonstrate their competence in all of the following:

resources:

- personal
- team
- equipment.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 5.5.1 Use and maintain resources to deliver public services.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to use physical resources	1.1 Prepare physical resources correctly 1.2 Use physical resources in accordance with organisational procedures to achieve the specified objectives.			
2	Be able to maintain and store physical resources	2.1 Maintain the continuing serviceability of the physical resources 2.2 Adhere to organisational procedures for maintenance 2.3 Store physical resources in accordance with organisational procedures 2.4 Account for physical resources.			
3	Understand the requirements for the storage of physical resources	3.1 Explain requirements for the maintenance and storage of physical resources in different environments 3.2 Explain how to identify unserviceable equipment 3.3 Explain fault reporting procedures 3.4 Explain how to account for physical resources and the action to take in the event of shortfalls and unserviceable resources.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Use Communication Systems in Working Contexts

Unit reference number: K/601/2754

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about using communication systems in working contexts to receive and send information internally and externally.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*AnnexeC*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

In this unit, learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

communicating:

- internally
- externally

managing information that is:

- received
- sent.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.12.5 Use communication systems in working contexts.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive and send information in working contexts	1.1 Use the protocols appropriate to the communication equipment 1.2 Use communication methods that are appropriate to the situation 1.3 Follow data entry and receipt procedures 1.4 Make sure the communication is unambiguous 1.5 Confirm that the message has been received and understood.			
2 Be able to manage communications in working contexts	2.1 Ensure that communications meet the requirements of the timescale 2.2 Adhere to organisational confidentiality and security procedures.			
3 Understand the principles to be applied to communicating in working contexts	3.1 Explain the options available for communicating information 3.2 Explain the uses and limitations of the equipment/system 3.3 Explain the importance of clear communication 3.4 Explain the urgency and priority of your communication 3.5 Explain to whom to report problems with equipment.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Meet Physical Fitness Requirements

Unit reference number: M/601/2755

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about meeting physical fitness requirements.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

In this unit learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

carrying out fitness tasks:

- individually
- collectively

carrying out fitness exercises that are:

- cardiovascular
- weight-bearing.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.1 Meet physical fitness requirements.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to fulfil the physical fitness requirements for the role	1.1 Identify their own current level of physical fitness 1.2 Meet the requirements of the organisation's mandated physical fitness tests 1.3 Monitor ongoing levels of personal physical fitness.			
2	Understand physical fitness requirements	2.1 Explain organisational and role requirements for personal physical fitness 2.2 Explain from whom to seek advice on improvements to personal physical fitness and dealing with injuries 2.3 Describe how good practice in nutrition, health and hygiene affects personal physical fitness.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Plan and Navigate a Cross Country Route

Unit reference number: A/601/2757

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about planning and navigating a cross country route.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

In this unit learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

for routes:

- from a given specification
- to a given destination

using the following navigational aids:

- compass
- map/chart or other navigational aid.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted, and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.3 Plan and navigate a route.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to navigate to a destination	1.1 Identify the precise starting position 1.2 Plan a proposed route cross country that meets the stated objectives safely 1.3 Navigate to the destination by the optimum route for the conditions at the time 1.4 Confirm the location reached at periodic intervals.			
2	Understand route planning and navigation principles	2.1 Explain the route navigation specification and objectives 2.2 Explain how to take bearings 2.3 Explain how to plan for contingencies 2.4 Explain how to estimate and measure distance, speed and time 2.5 Explain how to interpret maps/charts or other topographical information 2.6 Explain the Country Code 2.7 Explain the uses and limitations of navigational aids.			

Unit 9: Operate and Maintain Small Arms and Team Weapons

Unit reference number: F/601/2758

Level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about operating and maintaining small arms and/or team weapons.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe -C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

In this unit learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

firing:

- live
- blank/drill rounds

stoppages:

- reloading
- misfires.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.4 Operate and maintain small arms and/or team weapons.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare and use weapons and ancillaries	1.1 Prepare weapons and ancillaries in accordance with organisational procedures 1.2 Use weapons and ancillaries in accordance with marksmanship principles and organisational procedures.			
2	Understand the functioning of weapons and ancillaries	2.1 Explain the purpose and characteristics of the weapon 2.2 Explain the legal requirements relating to the use of weapons and ammunition 2.3 Explain how to deal with misfires and malfunctions.			
3	Be able to maintain and store weapons and ancillaries	3.1 Maintain the operational effectiveness of weapons and ancillaries post-use in accordance with organisational procedures 3.2 Store weapons, ancillaries and ammunition in accordance with organisational procedures.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Perform Ceremonial Duties

Unit reference number: A/601/2760

Level: 2

Credit value: 5

Guided learning hours; 40

Unit summary

This unit is about performing ceremonial duties.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

In this unit, learners must show evidence of their competence in each of the following contexts on at least one occasion:

performing ceremonial duties at:

- parades
- special events

performing ceremonial duties:

- individually
- collectively.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted, and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.6 Perform ceremonial duties.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for ceremonial duties	1.1 Prepare uniforms and equipment in accordance with organisational standards 1.2 Dress for the event in accordance with organisational procedures.			
2 Be able to fulfil ceremonial duties	2.1 Perform their duties in accordance with the requirements of the task 2.2 Perform drill movements correctly 2.3 Meet the requirements of organisational etiquette appropriate for the occasion.			
3 Understand the requirements of ceremonial duties	3.1 Describe the protocols, dress codes and standards appropriate to the occasion 3.2 Explain the nature and purpose of a special event 3.3 Explain their role in special events 3.4 Explain the drill procedures of special events.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Conduct Damage Control Activities on Board Ship

Unit reference number: T/601/2756

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about conducting damage control activities on board ships and is an optional unit available to those working in the Royal Naval Service.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

Evidence from simulated interventions may be used.

In this unit, learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

where damage is caused by:

- fire
- water

where visibility is:

- good
- poor.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted, and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.2 Conduct damage control activities on board ships.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to take action to control damage	1.1 Identify the nature of the damage 1.2 Identify secondary hazards 1.3 Take action appropriate to the nature and scale of the hazard 1.4 Preserve the integrity of compartments affected 1.5 Report findings to the appropriate person and/or authority.			
2 Understand the requirements of damage control	2.1 Explain how to select and use equipment (including Personal Protective Equipment (PPE)) 2.2 Explain what constitutes a secondary hazard 2.3 Describe damage control techniques 2.4 Explain the importance of clear communication.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Participate in Combat Operations Preparation

Unit reference number: T/601/3115

Level: 2

Credit value: 8

Guided learning hours: 60

Unit summary

This unit is about participating in combat operations preparation.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit is for learners in the workplace and should be assessed in the workplace or a training environment by observation, witness testimony, personal testimony, work products and professional discussion.

In this unit learners must show evidence of their competence in each of the following contexts on at least **one** occasion:

operations, including:

- in open country
- in built- up areas

phases of operation, including:

- offensive
- defensive

environments, including:

- chemical, biological, radiological, nuclear (CBRN)
- conventional.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.5 Participate in combat operations.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to fulfil role requirements in combat operations	1.1 Carry out all necessary preparations correctly 1.2 Act promptly on orders and information received 1.3 Communicate unambiguously 1.4 Respond appropriately to changing circumstances within the limits of their authority 1.5 Achieve the objectives of the task and their role as specified 1.6 Carry out post-action activities in accordance with organisational procedures.			
2 Understand combat operations principles and practice	2.1 Explain the safe use of equipment and pyrotechnics 2.2 Explain the sequence of orders as they affect the role 2.3 Describe organisational structures supporting the team 2.4 Explain asset deployment affecting the team 2.5 Explain the battle drills associated with the team's task in the combat operation 2.6 Explain the objectives of the team's task in the combat operation 2.7 Explain their role in the combat operation 2.8 Explain the importance of clear communications 2.9 Explain how to interpret and respond to the tactical situation within their area of responsibility.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Participate in Adventurous Activities

Unit reference number: F/601/2761

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about participating in adventurous activities.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

In this unit learners must show evidence of their competence in each of the following contexts on at least **one** occasion.

participating:

- individually
- in group tasks.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.7 Participate in adventurous activities.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to fulfil their role during adventurous activities	1.1 Prepare clothing and equipment correctly 1.2 Use equipment correctly 1.3 Collaborate with team members to achieve objectives 1.4 Achieve their role objectives in the activity.			
2 Understand the requirements of participating in adventurous activities	2.1 Explain their personal goals and objectives in the activity 2.2 Explain team objectives and their own role in the team 2.3 Explain the instructions for the preparation and use of equipment 2.4 Explain codes of practice relevant to the activity.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Preparation for Maritime Operations

Unit reference number: H/504/4396

Level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about preparing learners to crew on board a maritime vessel safely, in a maritime environment.

Assessment requirements

This unit should be completed in accordance with the Skills for Justice Assessment Strategy (*Annexe C*).

This unit requires the assessment of competence. Simulation is permitted for this unit.

As a minimum, learners must demonstrate their competence in all of the following contexts:

hazards:

- the gangway
- the upper deck
- between decks
- alongside

safe movement between decks:

- health and safety
- ladders
- using personal protective equipment

ropework hazards:

- natural
- synthetic
- wire

knots:

- reef knot
- figure of 8 knot
- clove hitch
- round turn and two half hitches
- bowline
- rolling hitches

ship security duties:

- gangway
- rounds
- come alongside

fire fighting duties:

- raising alarms
- passing information
- attack party
- support party
- breathing apparatus
- containment and temperature monitoring

navigational equipment and aids:

- charts
- slide rule
- compass
- protractors
- magnetic compass
- global positioning system (GPS)

navigational data:

- latitude and longitude
- way points
- distance and bearings.

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Links to National Occupational Standards

This unit links to the following unit in the Skills for Justice National Occupational Standards:

- 6.13.8 Preparation for Maritime Operations.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand working in a maritime environment	1.1 Describe the hierarchal structure within their organisation 1.2 Describe common terms and features in relation to maritime vessels 1.3 Describe the roles and responsibilities of fellow crew members on a maritime vessel 1.4 Explain standard operating procedures for moving safely between decks 1.5 Explain hazards on and around a maritime vessel			
2 Be able to work safely with ropes, wires and winches	2.1 Explain safety hazards associated with ropes, wires and winches 2.2 Use knots in a maritime setting 2.3 Use bollards, cleats and winches line in accordance with standard operating procedures 2.4 Throw a heaving line in accordance with standard operating procedures 2.5 Describe roles and responsibilities of crew members when working with ropes, wires and winches			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to act as a crew member on a vessel	3.1 Carry out safety checks required prior to using safety equipment 3.2 Wear correct safety equipment required as a crew member on a maritime vessel 3.3 Operate the correct safety equipment required as a crew member on a maritime vessel 3.4 Use communication equipment in accordance with standard operating procedures 3.5 Carry out ship security duties in accordance with standard operating procedures			
4 Be able to respond to emergency situations in a maritime environment	4.1 Identify overboard equipment stowage areas 4.2 Explain use of components in a life raft 4.3 Describe the standard operating procedures for entering a life raft 4.4 Carry out damage control on a maritime vessel in accordance with standard operating procedures 4.5 Assist in fire fighting procedures onboard a maritime vessel 4.6 Describe how to respond to onboard emergencies on a maritime vessel 4.7 Recover person overboard without endangering themselves or others in accordance with standard operating procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to work with navigational instruments and data	5.1 Use a slide rule for navigational purposes 5.2 Use a compass for navigational purposes 5.3 Use a magnetic compass for navigational purposes 5.4 Interpret navigational chart data correctly 5.5 Operate a maritime global positioning system (gps) for navigational purposes 5.6 Operate a depth finder for navigational purposes 5.7 Report a position using latitude and longitude			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

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

Key publications

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

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to: www.ukstandards.co.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 004

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering- Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson accredited qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised and approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust internal quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each unit and through satisfying the rules of combination, the whole qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and approval – if a centre is not currently approved to offer Pearson qualifications
- qualification approval through satisfying the Pearson approved centre criteria
- visits to centres, conducted by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessment processes, and assessor decisions for the occupational sector. The minimum frequency of Standards Verifiers' visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits must reflect a centre's performance, taking account of the number:
 - of assessment sites
 - and throughput of learners
 - and turnover of assessors
 - and turnover of internal verifiers
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs, SVQs and competence-based qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details at qualifications.pearson.com.

Annexe C: Assessment strategy

Introduction

As the Sector Skills Council for this qualification, Skills for Justice is responsible for the development, revision and maintenance of the Public Services National Occupational Standards.

The purpose of this assessment strategy is to set out the principles and requirements for the assessment of individuals against the Public Service National Occupational Standards (NOS) in relation to the achievement of the Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed).

Skills for Justice have produced this document to:

- assist assessors, internal and external verifiers/moderators
- encourage and promote consistent assessment of this qualification
- promote cost effective assessment plans.

This document provides definitions for:

- the scope of the qualification and the characteristics of typical learners for this qualification
- the qualification structure
- the qualifications and experience required for assessors and verifiers/moderators of this qualification
- access to this qualification
- the evidence required to support competent performance against the standards

and recommendations for:

- carrying out assessments
- performance evidence assessing knowledge and understanding
- the arrangements for external quality control of assessment.

The importance that employers and candidates place on achieving this qualification and the relationship with awarding organisations will provide a key measure of Skills for Justice's success with this assessment strategy. Skills for Justice will use this document to continually improve its strategies for assessment of this qualification.

The regulations set out in Section 5 of the Regulatory Arrangements for the Qualifications and Credit Framework (August 2008) and the final, agreed version of '*Additional requirements for Qualifications using the title NVQ within QCF*' apply to the strategy.

Qualification structures

The typical candidates for this qualification are junior personnel serving in the Royal Naval Service, Army Infantry and RAF Regiment who are undertaking phase 1 and phase 2 training.

Evidence of competence must be assessed against the requirements of the relevant QCF units which are based on the National Occupational Standards.

The structure for this qualification requires candidates to complete mandatory units together with a choice of optional units from a provided selection. The overall threshold of 50 credits is required to achieve this qualification and is defined in the qualification structure.

QCF Unit 10 (NOS unit 6.13.4) *Operate and Maintain Small Arms and Team Weapons* is applicable only to serving personnel in the armed forces, police and any other public servant licensed to use firearms as part of their duties. Restricted units are specified in the qualification structure on RITS. Where awarding organisations wish to import these units into other qualifications, permission to use the units will be through Skills for Justice.

External quality control methods of external quality control are desirable to ensure the quality and consistency of assessment across the sector

The methods adopted will:

- be practicable within the working context
- be cost-effective
- ensure added-value within the quality assurance process.

Awarding organisations will use risk management for external quality control of assessment and evaluate reports and other related data to address any issues relating to quality control considering the sector assessment strategy requirements for:

- workplace evidence
- the use of simulation
- the occupational competence of assessors, verifiers/moderators
- quality assurance that meets the criteria required by the qualifications regulators.

As appropriate, through the development of collaborative working relationships, Skills for Justice and awarding organisations and other related organisations will use forums and 1:1 meetings for dialogue and feedback on:

- National Occupational Standards (NOS) and qualifications including aspects that inform the need for incremental change
- issues of assessment centres performance and external quality control and contribute to improving quality and consistency
- information and statistics on take up and completion as well as identify areas and levels of risk.

Awarding organisations and their centres, assessors and verifiers/moderators will be expected to maintain robust and transparent operational arrangements that preserve independence in assessment, certification and quality assurance processes. Where e-assessment is used, it will meet the criteria required by the qualifications regulators. It is expected that Skills for Justice's relationships with awarding organisations will include the following quality monitoring measures:

- all new centres will be provided with advice and guidance about the requirements of and means of meeting the centre recognition criteria in accordance with the Regulatory Arrangements for the Qualifications and Credit Framework (section 5 August 2008) and the final, agreed version of 'Additional requirements for Qualifications using the title NVQ within QCF'
- the provision of appropriate advice, guidance and support to all approved centres on all aspects of assessment and internal verification operations
- a dialogue process through forums or 1:1s that reports on the operation
- of external verification, risk management and the implementation and
- effectiveness of the standards and the qualification.

Simulated evidence

The key principle on which this assessment strategy is based is that assessment for QCF competence-based qualifications including NVQs is expected to be based on evidence drawn from actual work performance. However, the nature of work within some areas of the public service sector, which includes high-risk and risk-critical operations, will require that simulated evidence forms an integral part of the assessment of competence for NVQ purposes. The unit summary for each unit stipulates whether simulated evidence is acceptable.

To ensure the quality and consistency within the use of simulation across all working contexts, all simulations must conform with the following principles and guidelines to ensure that a realistic working environment is provided. A realistic working environment is defined as one that:

- includes a comprehensive range of demands, activities and constraints relevant to those that would be met in a real working context
- provides individuals with access to the normal facilities, support and advice that would be available for the context, type and working situation
- ensures formative assessment and advice is available from people with current experience of the work being undertaken
- reflects the normal working contexts and conditions (including training environments).

To ensure that these principles are maintained, centres will be required to work closely with the relevant awarding organisation to ensure that all simulations meet the requirements listed above.

Technical requirements

Assessors

Assessors will be appointed by and registered with approved centres.

An assessor will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. This could be verified by:
 - the audit and with the resources available
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
 - hold and be registered for or working towards current industry specified assessment qualifications or hold legacy qualifications

Internal verifiers

Internal verifiers will be appointed by and registered at approved centres.

An internal verifier will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. have an up-to-date working knowledge and understanding in the occupational area they verify
- hold or be registered for and working towards current industry specified quality assurance qualifications or legacy qualifications such as V1 or D34 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D – Delivery of Assessment August 2008) and with regard to the final, agreed version of *'Additional requirements for Qualifications using the title NVQ within QCF'* or equivalent successor awards.

This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' processes and decisions. This could be verified by:

- records of continuing professional development achievements
- curriculum vitae and references
- possession of a relevant NVQ
- individual and or corporate membership of a relevant professional institution

External verifiers

External verifiers will be appointed by and registered with the relevant awarding organisations. External verifiers will:

- have verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions. This could be verified by:
 - records of continuing professional development achievements
 - curriculum vitae and references
 - possession of a relevant NVQ
 - individual and or corporate membership of a relevant professional institution
 - hold or be registered for and working towards current industry specified quality assurance qualifications or hold legacy qualifications such as V2 or D35 as referred to in the Regulatory Arrangements for the Qualifications and Credit Framework (Section 5.6 D – Delivery of Assessment August 2008) and with regard to the final, agreed version of '*Additional requirements for Qualifications using the title NVQ within QCF*' or equivalent successor awards.

Awarding Organisation Guidance

Assessment methods

The primary form of evidence for this QCF NVQ will be workplace performance. This should be supported by questioning (both informal and formal methods) and simulation. Guidance is provided in this strategy on the acceptability of the use of simulation. Assessment methods may therefore include:

- observation of normal work performance
- witness testimony
- questioning during performance (particularly concerning contingency criteria)
- industry education and training programme assessment or professional
- interview assessment that has been mapped to the NOS requirements
- professional discussion
- employer-provided question papers and tests
- simulation and specially designed scenarios
- e-assessment.

by subject experts or specialists who may have direct day to day contact with candidates.

These subject experts may be employed by the same organisation or from an external resource. Subject experts or specialists should be supported by a qualified assessor but note that the final assessment decision rests with the assessor.

For example, *QCF Unit 18 Meet Physical Fitness Requirements* may be either assessed by specialists in physical training from within the organisation or from an external organisation. *QCF Unit 4: Administer First Aid* may be either assessed by first aid experts from within the organisation or from an external organisation. Witness testimony from a subject-matter expert may be used as evidence of competence. In addition, the *HSE First Aid at Work* certificate may be used as an exemption against this unit provided that:

- the certificate is within its validity period at the time of the award of the qualification
- the original, authenticated certificate is presented to the assessor
- a photocopy of the verified certificate is retained in the candidate's portfolio.

Performance evidence

Evidence of competent performance is required to demonstrate the consistency of an individual's workplace activity over time. This therefore requires that competence be demonstrated at least once against all performance criteria. Evidence should be obtained holistically where practically possible since competent performance in some units is often dependent on competence in others. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

Candidates are required to demonstrate competence in all contexts listed in each unit required to achieve the qualification across the assessment criteria. Competence should be demonstrated by performance, and exceptionally, by knowledge where the candidate's role limits their opportunity to demonstrate their competence by performance but only if listed as acceptable against the unit titles below.

The most effective way of assessing competence, especially for the performance criteria in relation to contexts, is through direct observation of the candidate. Assessors must make sure that the evidence provided reflects the candidate's competence. Evidence that has been produced from team activities is only valid when it clearly relates to a candidate's specific and individual contribution to the activity, and not to the general outcome(s).

Individuals must also convince their designated assessors that they are able to apply the full specification of knowledge and understanding to their work activities for each unit.

A military training environment is considered to represent the workplace and therefore any assessment of competent performance at the training establishment is recognised as workplace activity and not simulation with the exceptions below.

Evidence provided by simulation and/or knowledge evidence is acceptable for the following units:

QCF units NVQ

Unit no.	Unit title	Remarks
4	Administer First Aid	All simulation
8	Conduct Damage Control Activities on Board Ship	All simulation

If there is any doubt as to what constitutes suitable evidence, the external verifier should be consulted.

Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) are not apparent from performance evidence, they must be assessed by other means and be supported by suitable evidence.

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