Pearson BTEC

Level 2 Certificate and Diploma in

Preparation for Public Services

Specification

Pearson
BTEC Level 2 Certificate and Diploma in Preparation for Public Services

Specification

Issue 1

Edexcel, BTEC and LCCI qualifications

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

About Pearson

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this qualification, the focus is on the development of practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship unit-based structure.

These qualifications meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that all assessments are set by the centre to meet local needs.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

A word to learners...

This qualification will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take other assessments that will demonstrate your practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC qualification will be aiming to go on to employment, to an Apprenticeship or to a level 3 qualification. We are grateful to all the further education lecturers, tutors, and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Further education providers that have worked with us include:

- *Cambridge Regional College*
- *Central Bedfordshire College*
- *Priestley College.*

Contents

Pearson BTEC Level 2 in Preparation for Public Services

Introduction

BTEC Level 2 qualifications are intermediate qualifications for post-16 learners who want to study for a specific occupation, occupational area or specific role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Level qualifications.

Developed in close conjunction with a range of specialists, BTEC Level 2 qualifications develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, will gain the skills and behaviours needed for sustainable employment.

These Level 2 qualifications are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as a roll-on, roll-off programme for those entering an apprenticeship or employment.

This specification contains the information you need to deliver the

Pearson BTEC Level 2 Certificate in Preparation for Public Services (QN 603/6006/9).

Pearson BTEC Level 2 Diploma in Preparation for Public Services (QN 603/6007/0).

The specification signposts you to additional handbooks and policies. It includes all the units for these qualifications.

1 Pearson BTEC Level 2 Certificate/Diploma Preparation for Public Services

Pearson BTEC Level 2 Certificate in Preparation for Public Services

The Pearson BTEC Level 2 Certificate in Preparation for Public Services is 240 GLH and is designed for learners working at that level as part of their study programme. It is aimed at learners who have chosen to focus their learning and career development within the public services sector and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression by developing a range of essential skills, techniques and attitudes.

Who is this qualification for?

This qualification is for learners who want to start a career in public services. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification if they are intending to progress directly to employment in the public services sector, or progress to a Level 3 qualification.

What does this qualification cover?

This qualification has been developed to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work in public services.

The qualification contains both mandatory and optional units which relate directly to the skills, knowledge and behaviours expected by employers in the public services sector. The areas covered include:

- Employment in the Uniformed Public Services
- Health and Fitness for Entry to the Uniformed Public Services
- Expedition and Land Navigation Skills
- Impact of Law on Public Services
- Crime and its Effects on Society
- Community and Cultural Awareness
- Attending Emergency Incidents in the Public Services
- Security Procedures in the Public Services
- Cyber Security & Crime.

In addition, learners will develop transferable and practical skills in communication, professional behaviours in the workplace, reflective practice and preparing for interviews to secure employment.

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in the public services sector and to further qualifications.

Pearson BTEC Level 2 Diploma Preparation for Public Services

The Pearson BTEC Level 2 Diploma in Preparation for Public Services is 360 GLH and is designed for Learners working at that level. It is aimed at Learners who have chosen to focus their learning and career development within the public services sector and who are looking for an engaging and stimulating qualification which will prepare them for successful performance in working life and progression into employment by developing a range of essential skills, techniques and attitudes.

Who is this qualification for?

This qualification is for learners who want to start a career in public services. It is designed for post-16 learners who wish to have a full time focus on public services. It is an ideal qualification if they are intending to progress directly to employment in the public services sector, or progress to a Level 3 qualification.

What does this qualification cover?

This qualification has been developed to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work in public services.

The qualification contains both mandatory and optional units which relate directly to the skills, knowledge and behaviours expected by employers in the sector. The areas covered include:

- Employment in the Uniformed Public Services
- Health and Fitness for Entry to the Uniformed Public Services
- Expedition and Land Navigation Skills
- Impact of Law on Public Services
- Crime & its Effects on Society
- Community and Cultural Awareness
- Attending Emergency Incidents in the Public Services
- Security Procedures in the Public Services
- Cyber Security & Crime.

In addition, learners will develop transferable and practical skills in communication, professional behaviours in the workplace, reflective practice and preparing for interviews to secure employment.

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in the public services sector and to further qualifications.

2 Structure

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). Within 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.

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.

The Pearson BTEC Level 2 Certificate in Preparation for Public Services

- Total Qualification Time: 290 hours
- Guided Learning: 240 hours.

The Pearson BTEC Level 2 Diploma in Preparation for Public Services

- Total Qualification Time: 430 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all mandatory units and optional units to the value of 240 GLH in the qualification.

Pearson BTEC Level 2 Certificate Preparation for Public Services				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
1	Public Service Skills and Support for the Community	90	Mandatory	Internal
2	Employment in Uniformed Public Services	60	Mandatory	Internal
3	Health and Fitness for Entry into the Uniformed Public Services	30	Optional	Internal
4	Activities and Teamwork for the Public Services	30	Optional	Internal
5	Sport and Recreation in Public Services	30	Optional	Internal
6	Expedition and Land Navigation Skills	60	Optional	Internal
7	Aspects of Law and the Public Services	60	Optional	Internal
8	Crime and its Effects on Society	30	Optional	Internal
9	Community and Cultural Awareness	30	Optional	Internal
10	Driving in the Public Services	30	Optional	Internal
11	Attending Emergency Incidents in the Public Services	30	Optional	Internal
12	Security Procedures in the Public Services	30	Optional	Internal
13	Volunteering in Public Services	30	Optional	Internal
14	Cyber Security and Crime	30	Optional	Internal

Learners are required to complete and achieve all mandatory units and optional units to the value of 360 GLH in the qualification.

Pearson BTEC Level 2 Diploma Preparation for Public Services				
Unit number	Unit title	GLH	Type	How assessed
1	Public Service Skills and Support for the Community	90	Mandatory	Internal
2	Employment in Uniformed Public Services	60	Mandatory	Internal
3	Health and Fitness for Entry into the Uniformed Public Services	30	Optional	Internal
4	Activities and Teamwork for the Public Services	30	Optional	Internal
5	Sport and Recreation in Public Services	30	Optional	Internal
6	Expedition and Land Navigation Skills	60	Optional	Internal
7	Aspects of Law and the Public Services	60	Optional	Internal
8	Crime and its Effects on Society	30	Optional	Internal
9	Community and Cultural Awareness	30	Optional	Internal
10	Driving in the Public Services	30	Optional	Internal
11	Attending Emergency Incidents in the Public Services	30	Optional	Internal
12	Security Procedures in the Public Services	30	Optional	Internal
13	Volunteering in Public Services	30	Optional	Internal
14	Cyber Security and Crime	30	Optional	Internal

Qualification and unit content

Pearson has developed the content of this qualification in collaboration representatives from further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

63% of the content for the Certificate is mandatory and 42% of the Diploma content in this qualification is mandatory. The mandatory content contains the skills and knowledge which underpins other units and provide a depth of knowledge and skills which are then used in the breadth of optional units and ensures that all learners develop the technical and practical skills required in this sector. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers and for progression to a higher-level qualification. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and planning, and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units in this specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England and Wales), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver this qualification in, subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions at unit level based on the requirements and supporting guidance given in the units. Learners must achieve all the internally-assessed units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of P to D **or** PP to DD. Please see *Section 8 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the public services sector sector and should contribute significantly to at least one mandatory unit.

- Unit 1: Public Service Skills and Support for the Community.

In some units we have also provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below:

- Unit 8: Crime and its Effects on Society
- Unit 11: Attending Emergency Incidents in Public Services.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches. Centres could have an employer involvement plan in place at the start of the programme if they wish to do so. If used, it should detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There is only one type of format: internally assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internally-assessed units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is internal. See *Section 2 Qualification structure* for details.
GLH	Units have a GLH value of 30, 60 or 90. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10 Resources and support*.
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. This information will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: Public Service Skills and Support for the Community

Level: **2**
Unit type: **Mandatory**
Assessment type: **Internal**
Guided learning hours: **90**

Unit in brief

Learners develop public service skills and learn how to apply and review these when supporting the community and individual groups within society.

Unit introduction

Public service skills are transferable, and in an era when jobs are extremely competitive, you want to be able to demonstrate that you have the edge. Organisations are looking for people who are organised, good communicators, team players and leaders and this unit will help you review your own ability to perform these skills in practice.

In this unit you will investigate different public service skills and how they can be applied to different contexts within your local community. You will demonstrate and undertake tasks that showcase these skills, before reviewing your performance and having the opportunity enhance your skills.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable public service skills such as communication, research, organisation, teamwork, and leadership amongst others, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Examine skills required to work in the public services
B Investigate the support that public service provides to society
C Demonstrate public service skills in community contexts
D Reflect on own public service skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine skills required to work in the Public Services	**A1** Essential and desirable public service skills **A2** Benefits of effective public service skills **A3** Consequences of ineffective public service skills	A report or presentation that evaluates the effectiveness of different public service skills, including how they affect the community and individual groups within society.
B Investigate the support that public service provides to society	**B1** Serving communities **B2** Role and function of public services **B3** Working with individual groups	
C Demonstrate public service skills in community contexts	**C1** Planning community tasks **C2** Using skills in community contexts	Evidence of learners planning what public service skills to use in community tasks and carrying these out in suitable contexts.
D Reflect on own public service skills	**D1** Reviewing performance **D2** Personal development plan	A review of the effectiveness of their performance, including a personal development plan.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research skills • Developing essential and desirable public service skills • Putting public service skills into practice • Reflecting on personal strengths and areas for improvement	• Application of public service skills • Using reflection tools for self-review	• Communication • Working with others • Thinking skills/adaptability • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine skills required to work in the public services

A1 Essential and desirable public service skills

- Essential public service skills:
  - communication (written, verbal, non-verbal, reading, listening)
  - teamwork
  - leadership
  - organisation.
- Desirable public service skills:
  - appearance
  - creativity
  - flexibility
  - negotiation
  - confidence
  - time-management
  - problem solving
  - behaviour/self-management
  - decision making
  - independence
  - enthusiasm
  - information management.

A2 Benefits of effective public service skills

- Benefits of effective public service skills to the public services:
  - achieving organisational objectives
  - increased support from the community
  - trust from the community
  - more efficient and time-saving
  - healthy, happy workforce with good job satisfaction
  - reduced absenteeism
  - reduced recruitment costs
  - satisfied stakeholders
  - increased independence of employees
  - improved confidence of employees
  - increased drive from employees
  - save money.
- Benefits of effective public service skills to the community:
  - having a voice to speak out for them
  - healthy, happy community
  - conflict resolution
  - protected and safe communities
  - public interest is fulfilled
  - communities that trust individual public services
  - good relationships and rapport with public service employees
  - community satisfaction.

A3 Consequences of ineffective public service skills

- Consequences of ineffective public service skills to the public services:
  - lack of public trust
  - loss of productivity
  - poor employee morale
  - poor employee engagement
  - higher employee turnover
  - poor customer service
  - poor social image
  - impact on financial situation.

- Consequences of ineffective public service skills to the community:
  - confusion
  - injury or risk to life
  - decreased public perception of local public services
  - poor community satisfaction
  - community that will not feel safe
  - communities wait longer for a response from the public services
  - frustration from the community.

Learning aim B: Investigate the support that public service provides to society

B1 Serving communities

- Definition of community.

- When serving communities, public services should ensure they are engaging fairly, ethically and respecting the rights of the citizens. They need to consider and adhere to the following legislation:
  - Equality legislation
  - Human Rights legislation.

- There are occasions when public services can interfere with limited and qualified Human Rights (e.g. in the interest of national security, prevention of crime, protection of health, public safety, protection of other people's rights).

- Other considerations are:
  - Anti-Social Behaviour Orders
  - police powers to 'stop and question' and 'stop and search'.

B2 Role and function of public services

- Public services are required to help aid and protect the public. They can do this in a variety of ways:
  - protection of life and property
  - upholding the law
  - prevention and detection of crime
  - prevention of war and strategic defence of the UK
  - responding to emergency incidents
  - search and rescue
  - educate the community and improve awareness of safety matters
  - providing security
  - providing humanitarian aid
  - patient transport service
  - community safety
  - maintenance of public order.

B3 Working with diverse groups

- Types of groups within society:
  - ethnic minority groups (e.g. Asian, Black, Bangladeshi, Arab)
  - LGBTQ+
  - elderly
  - vulnerable (e.g. pregnant women, malnourished, refugees, homeless)
  - children and young people
  - disabled (e.g. physically disabled, Special Educational Needs, visually impaired, hearing impaired, cognitive disability)
  - Romani groups
  - religious groups (e.g. Christian, Muslim, Hindu, Buddhist, Jewish).

Learning aim C: Demonstrate public service skills in community contexts

C1 Local Area Network (LAN) and online tournaments

- Types of community tasks that the public services could be involved in:
  - crowd control (e.g. sporting or music events)
  - supporting the elderly/vulnerable (e.g. victim support, crime-prevention and home security, 'Operation Cracker')
  - supporting youth and holiday clubs (e.g. youth sports event, Scouts, Air Training Corps, Army Cadets, Sea Cadets)
  - emergency response (e.g. floods, RTCs, fire, mountain rescue, riots, securing scenes)
  - outreach talks in schools/community centres (e.g. neighbourhood watch, street briefings, 'Policing your Community', 'Brew with the Crew')
  - safety awareness days and talks (e.g. fire safety, bonfire night safety, cold water safety, level crossing safety, the Police Bicycle Surgery)
  - career talks and recruitment events (e.g. Station/camp open days, school talks)
  - diversity engagement (e.g. Army Force4Inclusion, Gay Pride events, Appleby Horse Fair)
  - commemoration events (e.g. Armed Forces Day, Emergency Services Day, Remembrance Day, Victory in Europe (VE) Day
  - charity events (e.g. marshalling charity runs, St Johns Ambulance).
- Essential planning considerations:
  - target group (e.g. age, ethnicity, religion, ability, potential size of the group)
  - specific community task (e.g. some suggestions above)
  - objectives of the task, what are the aims?
  - ethical considerations (e.g. inclusivity, equality, consent)
  - timings (e.g. date, time, length of time expected or needed)
  - resource requirements (e.g. facility or location, equipment, promotional activities).
- Additional planning considerations:
  - any financial considerations (e.g. budget, resources, expenses)
  - any safety considerations
  - roles and responsibilities
  - gathering feedback about the task (e.g. questionnaires, surveys, from peers).
- How will the chosen task showcase the essential and desirable public service skills (e.g. taking part in a youth football practice session will showcase organisational skills by ensuring all equipment is available and timings are adhered to).

C2 Using skills in community contexts

- Using essential skills in community contexts:
  - communication (e.g. hosting a safety awareness day and talking to members of the community, listening to their opinions)
  - teamwork (e.g. working with another public service to respond to an emergency incident, such as the police cordoning off an incident area to allow paramedics to attend safely, or the fire service working with the army to help those trapped in floods)
  - leadership (e.g. crowd control, having a leader who can co-ordinate team members and peers to ensure the safety of everyone)
  - organisation (e.g. organising a charity fun-run, ensuring all costs, equipment, facilities, safety checks and ethical considerations are covered).
- Using desirable skills in community contexts.
  - Barriers to using effective public service skills (e.g. language barriers, difference in viewpoints, lack of interest, time-constraints, social influence).

Learning aim D: Reflect on own public service skills

D1 Reviewing performance

- Measuring event/task success by mapping it against objectives or aims.
- How the event/task showcased different essential and desirable public service skills.
- Quality of the work completed by all parties.
- Feedback gathered from tutor, peers, community members.

D2 Personal development plan

A personal development plan should have the following sections:

- SWOT analysis
  - strengths (what went well)
  - weaknesses (areas for improvement)
  - opportunities (e.g. training, courses, qualifications, practices)
  - threats (potential barriers to improvement).
- Aims.
- SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Identification of any skills gaps.
- Monitoring (progress against targets).

Transferable skills

Communication

- Communicate effectively, giving accurate instructions when needed, applying appropriate body language, listening to advice and feedback, or messages and concerns arising from the public, communicating with written language effectively.

Working with others

- Work effectively with others in two practical tasks, demonstrating the public service skills of communication and teamwork.

Self-management and development

- Developing knowledge and application of different public service skills. Being able to reflect on own performance and further develop these skills.

Developing practical and technical skills

- Demonstrating practical skills in suitable set tasks, reflective of those undertaken in the public services.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine skills required to work in the public services		
A.P1 Outline a range of different public skills for contrasting public services.	**A.M1** Explain how public service skills are used effectively in contrasting public services.	**AB.D1** Assess how contrasting public services effectively supports society.
A.P2 Outline the benefits and potential consequences of effective and ineffective public service skills.		
Learning aim B: Investigate the support that public service provides to society		
B.P3 Outline the role and function of contrasting public services.	**B.M2** Analyse the role and function of contrasting public services including the support they provide to society.	
B.P4 Outline how public services support society.		
Learning aim C: Demonstrate public service skills in community contexts		**C.D2** Use relevant public service skills, demonstrating consistent and competent use in community contexts.
C.P5 Use essential public service skills in community contexts.	**C.M3** Use relevant essential public service skills in community contexts.	
Learning aim D: Reflect on own public service skills		**D.D3** Produce a personal development plan evaluating the effectiveness of both personal and team performance while engaging in community tasks.
D.P6 Review personal performance in the demonstration of public services skills in each of the community tasks.	**D.M4** Produce a personal development by analysing personal performance while engaging in community tasks.	
D.P7 Produce a personal development plan that identifies the strengths and areas of improvement for future performance in community tasks.		

Essential information for assessment decisions

For this unit, learners will need opportunities for practical application of their skills in appropriate community contexts.

Learning aims A and B

For distinction standard, learners will evaluate by considering both the advantages and disadvantages that all essential and a range of at least two additional desirable public service skills have on their community. They will draw conclusions about the benefits and consequences that both effective and ineffective public service skills have on public services and on communities. They will also provide a comprehensive evaluation of how these skills impact at least two different individual groups in society. They will provide examples of how two contrasting service skills may interfere with citizens human rights and use relevant legislation to back up their justifications.

For merit standard, learners will explain how a range of at least **six** essential and desirable public service skills impact both positively and negatively on their community. They will use two contrasting public services within their presentation or report and investigate how these skills impact on at least two different individual groups within society. They will comment on the importance of relevant legislation to communities and individuals and how public services adhere to these in order to respect the rights of citizens.

For pass standard, learners will outline **four** essential skills and a range of **four** desirable skills used by two contrasting services. They will summarise some of the benefits that effective public service skills have on public services and communities. They will consider and outline some of the consequences of ineffective public service skills on public services and communities but may not cover some. Learners will outline the role and functions of two contrasting public services, providing some evidence on how they aid and protect the public. These can be linked to at least two individual groups within society, outlining how some relevant legislation will be adhered to by the two chosen contrasting services.

Learning aim C

Learners must be given suitable opportunity to cover the unit content, through a community context that must reflect genuine work and support given by the public service sector. Learners will be given two suitable community tasks. The ability to record learner performance will be considered and witness statements or observations used to support the learner evidence.

For distinction standard, learners will deliver and demonstrate a consistent, secure application of all essential and desirable public service skills, independently without the need for prompting. Video or photographic evidence will be used to demonstrate how learners can reliably work towards an agreed aim in one task in a community context. Learners will be able to justify the application of their skills and adapt as required. Witness statements or observation records are required to support the learner evidence.

For merit standard, learners will deliver a range of at least six essential and desirable public service skills, showing control when working towards an agreed aim in one task in a community context. Learners will demonstrate the use of most of the relevant essential skills to the context but may omit some. Learners will use video or photographic evidence to demonstrate their performance, with witness statements or observation records also included to support the learner evidence.

For pass standard, learners will produce evidence of research into different types of community tasks that public services undertake. They will plan how to carry out a task within a suitable community context and develop suitable aims/objectives. Learners will show all essential planning considerations and if valid, additional considerations too. They will identify potential barriers to effectively using their public service skills within the task.

Practically, learners will carry out and complete a given community task, using appropriate essential and desirable public service skills. They will be able to apply their knowledge to the tasks with support. Leaners will be able to identify the skills they are using at given times and video or photographic evidence will be used to capture their practical performances.

Learning aim D

For distinction standard, learners will provide a comprehensive evaluation of their own and their teams performance, providing clear conclusions about their personal strengths and areas of improvement. Learners can use the video or photographic evidence to justify alternative actions and recommendations, also using feedback from relevant sources, such as peers, tutors or community members. They will produce a clear and detailed personal development plan to analyse performance, including a detailed SWOT analysis.

For merit standard, learners will examine in detail and review their own performance during both the community tasks using the video or photographic evidence collected. They will articulate their findings in a personal development plan, ensuring that most of the strengths and areas of improvement are completed. Future recommendations will also be included, and a clear SWOT analysis produced.

For pass standard, learners will reflect on their own performance during each of the community tasks. For this, they can use a range of sources such as any videos or photographs collected, feedback from peers, tutors and community members. They will list their strengths and areas for improvement. A simple personal development plan lists some areas for improvement and summarise how these can be attained. They produce a list of strengths, weaknesses, opportunities and threats.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity will be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Public service skills are essential tools in ensuring effective aid and support is provided to the community. You have always had a keen interest in supporting your local community and as a member of your local public service, want to promote the great work your colleagues provide. Aware of your interest, your commanding officer has asked you to deliver a presentation to some newer recruits about the importance of community engagement and public service skills. Following this, you will show how these skills are used in two suitable tasks within the community, providing an evaluation of your performance.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given time to research different essential and desirable public service skills. Discussions could be held around what constitutes essential and desirable and comparisons made between their use in different services.

Interviews with members of individual public services could be held here, with the specific focus on identifying which public service skills are most valuable and why.

Suggested time: about 10 hours.

Activity: Effective and ineffective public service skills

Learners are given time to undertake web or book-based research about the effects of effective and ineffective public service skills. Specific focus could be made by the tutor to guide learners to think about the effects on the community and also on the services themselves. Again, information from interviews with members of individual public services could be used here.

Suggested time: about 10 hours.

Activity: Serving communities

Tutor led sessions on how public services serve local communities. Focus could be on ensuring public services adhere to relevant Acts of Parliament. Learners are given time to research these acts, identifying different occasions the public services can interfere with Human Rights. Class discussion and case studies may be used to identify these further, before learners choose which to include in their presentation or report.

Consideration could be made to focus on specific individual groups within society and learners could discuss what they think public services do to support these groups. Learners are given time to research the needs of these groups, which will help to identify how public services can support.

Suggested time: about 16 hours.

Activity: Planning a community task

Tutors could aim to provide examples of suitable community tasks. Learners could visit local public services to gain ideas about the tasks that they already undertake. They could interview members of the community or hold a focus group to gather a consensus about the types of activities and tasks they would benefit from. Class discussion are held to talk about the appropriateness of identified activities and mind-maps of planning considerations are developed. Essential and additional planning considerations are discussed, and learners are given time to conduct web-based research on how a chosen task can be effectively planned. Learners given time to produce individual plans for their personal selected task.

Suggested time: about 16 hours.

Activity: PRACTICAL – delivering two community tasks

Tutors could provide opportunities for learners to take part in two community tasks. This can be done in collaboration with public services, local businesses, local councils or could be done in a suitable mock set-up with peers.

Actual examples within the community could be:

- hosting a sporting event such as a charity football match
- supporting a pre-existing sport or charity event by marshalling or providing water stalls at a local park/fun-run
- giving a safety awareness talk in a local school
- taking part in a commemoration event by holding an information stall during Armed Forces Day
- taking part in a pride parade to show diversity engagement
- collaborating and visiting local nursing/elderly care homes, to provide an entertainment or physical activity to residents.

Mock-up examples with peers could be:

- a mock emergency response scenario
- a career talk to peers or local schools.

Opportunity to gather feedback from tutors and peers could be provided. If possible, feedback from community members could also be gathered.

Suggested time: about 20 hours.

Activity: Reflection and personal development planning

Learners are given time to reflect on their performance during the community tasks. They could research a selected reflection model and use this to inform their work. Reflection models can be individually researched or discussed as a group. Feedback can then be gathered from tutors and peers and applied to the reflection model.

Suggested time: about 18 hours.

Links to other units

This unit has strong links to:

- Unit 2: Employment in the Uniformed Public Services
- Unit 8: Crime and its Effects on Society
- Unit 9: Community and Cultural Awareness.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience.

Unit 2: Employment in Uniformed Public Services

Level: **2**
Unit type: **Mandatory**
Assessment type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners will study the career pathways in the uniformed public services including the roles and responsibilities and the skills needed to successfully take part in the recruitment process.

Unit introduction

Employment within the uniformed public services can be both challenging and rewarding in equal measure. This unit will allow you to investigate the wide range of roles that are available within the sector and enable you to make informed choices about your career pathway.

In this unit you will investigate the roles and responsibilities of a range of uniformed public services, including emergency, armed and other services. The information gained from this will allow you to narrow down your choices of career pathway and compare options available. You will then move on to explore the skills and qualities needed to fulfil the roles in the uniformed public services, looking at both personal and technical skills. This leads you to participate in a simulated application process for a chosen uniformed public service role, where you will complete all written and practical parts of the process.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research , problem solving and skills relation to applying for roles in the uniformed public services all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Examine the roles and responsibilities of uniformed public services

B Examine the skills and qualities needed for a career in the uniformed public services

C Carry out an activity to support the application process for a role in a uniformed public service.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine the roles and responsibilities of uniformed public services	**A1** Roles of the uniformed public services **A2** Responsibilities of uniformed public services	A report or multimedia presentation that analyses the roles of a range of different public services.
B Examine the skills and qualities needed for a career in the uniformed public services	**B1** Career opportunities in the uniformed public services **B2** Skills and qualities needed for a career in the uniformed public services	A portfolio of evidence that demonstrates then skills and qualities needed to apply for a role in a public service, including a simulated application and interview.
C Carry out an activity to support the application process for a role in a uniformed public service	**C1** Skills needed for application for a role within a uniformed public service **C2** Application process	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research skills • Developing essential and desirable public service skills • Putting public service skills into practice • Reflecting on personal strengths and areas for improvement	• Examination of skills needed to work in the public services. • Using reflection tools for self-reflection	• Communication • Thinking skills/adaptability • Problem solving • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine the roles and responsibilities of uniformed public services

A1 Roles of the uniformed public services

- Emergency services e.g. Police, Fire and Rescue, Ambulance, Coast Guard.
- Armed Forces e.g. Army, Royal Air Force, Royal Navy including the Royal Marines.
- Other uniformed public services e.g. The Prison Service, UK Border Force and Immigration Enforcement.
- Purpose including organisational objectives, mission statements, legislation e.g. Policing and Crime current legislation.
- Roles e.g. dealing with accidents and emergencies, routine work, Counter terrorism, anti-smuggling roles, defence roles of the armed forces, disaster relief, conflict and conflict resolution, offender management, patrolling coastlines, working with local communities, medical care and rescue.

A2 Responsibilities of uniformed public services

- Delivery of public services to agreed standards.
- Key performance indicators e.g. what they are, examples, effect on work of public service personnel.
- Responsibility to public, including: ensuring value for money, spending taxpayers' money wisely.
- Legal, professional, political accountability.
- Response to change.
- Respecting diversity.

Learning aim B: Examine the skills and qualities needed for a career in the uniformed public services

B1 Career opportunities in the uniformed public services

- Police e.g. warranted police officers, police control room operators, community support officers.
- Fire and Rescue service e.g. operational firefighter, community safety advocate, technical fire safety inspector, control room operators.
- Ambulance service, e.g. paramedic, ambulance technician, patient transport services.
- Coastguard e.g. control room operator, search and rescue, HM coastguard.
- Armed Service roles, including: Non-Commissioned roles e.g. Soldier, Sailor, RAF weapon technician, Royal Marine, Commissioned roles.
- Part-time opportunities e.g. special constables, retained firefighters, Royal Navy Reserve, Army Reserve, Royal Air Force Reserve.

B2 Skills and qualities needed for a career in the uniformed public services

- Skills e.g. teamwork, cooperation, communication, problem solving, achieving aims, working with others.
- Interpersonal skills e.g. reading, writing, speaking, listening.
- Non-verbal communication skills e.g. body language, gestures, facial expressions, eye contact, posture.

- Organisational skills e.g. Information Communication Technology (ICT) skills, time management.
- Qualities e.g. honesty, integrity, reliability, punctuality, commitment, positive attitude to work, concern for others.

Learning aim C: Carry out an activity to support the application process for a role in a uniformed public service

C1 Skills needed for application for a role in a uniformed public service

- Selection of a job role in a suitable public services career, identified from a skills audit, preparation of relevant documents e.g. application form, letter of application.
- Communication skills required for interview situations e.g. body language and listening skills, formal language, skills and attitudes of interviewee, role play, body language, dress, answering interview questions.
- Other skills e.g. presentation skills, career specific technical knowledge/skills, teamwork, public service specific knowledge.

C2 Application process

- Application forms e.g. electronic and paper based, and appropriate scenario-based assessments.
- Selection testing e.g. psychometric testing, short tests, fitness tests.
- Relevant practical or role play tasks.
- Job interview:
  - preparation for interview
  - suitable clothes
  - punctuality
  - preparing responses to possible questions.
- Reviewing the application activity and identifying how to improve.
  - areas of strong performance
  - areas to improve
  - reflection on feedback.

Transferable skills

Communication

- Effective communication e.g. listening to advice and feedback, messages and concerns from the public, written.

Working with others

- Working with others researching roles and class activities. Receiving and responding positively to constructive feedback.

Self-management and development

- Developing knowledge and application of different public service roles. Reflection on own performance and development.

Developing practical and technical skills

- Practical skills in suitable set tasks to prepare for application for employment in the public services.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the roles and responsibilities of uniformed public services		
A.P1 Outline the roles of contrasting uniformed public services. **A.P2** Summarise the responsibilities of contrasting uniformed public services.	**A.M1** Compare the roles and responsibilities of contrasting uniformed public services.	**A.D1** Evaluate the roles and responsibilities of contrasting uniformed public services.
Learning aim B: Examine the skills and qualities needed for a career in the uniformed public services		
B.P3 Investigate career opportunities in contrasting uniformed public services. **B.P4** List the skills and qualities needed for contrasting uniformed public service roles.	**B.M2** Explain the skills and qualities needed for contrasting uniformed public service roles.	**BC.D2** Demonstrate advanced skills through the completion of a simulated recruitment and application process of a chosen uniformed public service role reflecting on a personal performance by making recommendations for improvements.
Learning Aim C: Carry out an activity to support the application process for a role in a uniformed public service		
C.P5 Produce a completed application, including all relevant documentation, following a personal skills audit for a uniformed public service role. **C.P6** Demonstrate skills and qualities needed for a chosen uniformed public service role through the participation in a simulated application process.	**C.M3** Demonstrate effective skills needed through the completion of a simulated recruitment and application process for a specified uniformed public service role.	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will analyse the purpose, role, responsibilities, and legal accountability of the service, supporting their work with clear examples from wider research. They will consider how the public service responds to change and draw conclusions about the strengths and limitations of the roles and responsibilities of the service.

For merit standard, learners will compare the roles and responsibilities of the two contrasting uniformed public services. It is essential that the learner provides evidence that relates to services from different groupings as indicated in the unit content. Learners should consider how the roles and responsibilities are similar between the two contrasting services and also how they may differ, referring to purpose, roles, responsibilities, legal accountability, and responsiveness to change. Learners should support their evidence with appropriate examples from within the selected public services.

For pass standard, learners will select a minimum of two uniformed public services from those indicated in unit content for A.1. It is essential that the learner selects from across the three groupings indicated to satisfy the requirements for contrasting services. Learners will then provide a clear description of the purpose, roles, responsibilities, legal accountability, and response to change for each service. The description may be brief and may have a limited number of examples to support their evidence.

Learning aims B and C

For distinction standard, learners will demonstrate advanced skills and qualities needed to apply for a chosen public service role. Advanced skills may include exceptional personal presentation at simulated interviews, a fully completed application form which has very few if any spelling or grammatical errors, and effective demonstration of practical skills in the simulated interview and application process. Learners should then provide a reasoned and well considered self-reflection, which makes effective use of their own observations as well as feedback from assessors, their peers and any other person involved in the simulation, making realistic and well-planned. recommendations for future improvement.

For merit standard, learners will provide a considered explanation of the skills and qualities that they need in a career within a minimum of two contrasting public service roles. The learner may build upon the evidence for learning aim A, and use the roles selected for this from contrasting public services. The explanation should use examples of what the skills and qualities are and why they are needed in a public service context, supporting the evidence with examples.

Learners will demonstrate effective skills and qualities needed to apply for a chosen public service role. Effective skills may include good personal presentation for simulated interviews, a fully completed application form which may have some minor spelling or grammatical errors, and good demonstration of practical skills in the simulated interview and application process. Learners should then provide a detailed self-reflection, which makes some use of their own observations, feedback from assessors, their peers and any other person involved in the simulation, making realistic recommendations for future improvement.

For pass standard, learners will select a minimum of two contrasting public services from different. Learners may build upon the evidence prepared for learning aim A, selecting career opportunities in the uniformed public services selected there, or select new services for this learning aim. Evidence presented will demonstrate that the learner has investigated a minimum of two different career opportunities within each of the contrasting services, providing evidence from sources selected independently or from a list provided by the assessor. The learner will then provide a clear description of the skills and qualities needed for each of the roles investigated (a total of at least four roles, two from each contrasting public service).The description may be basic but should include examples from the selected sources.

Learners will provide evidence of a completed skills audit, and then complete a simulated application for one chosen uniformed public service role, for example a rating in the Royal Navy, a Fire Fighter, or a Police Constable. The completed application may differ depending on the service selected but should include all aspects of the application for that service. This may include the application form, a completed skills test, numeracy and literacy assessments and scenario-based assessments and fitness tests Learners should then be provided with the opportunity to participate in a simulated application process, which should, include appropriate activities such as team-based assessments and a simulated interview. This will allow them to demonstrate the skills and qualities needed. The demonstration may be basic with some errors, and a record of practical activity should be provided by the assessor to support the learner produced evidence.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

You have recently been provided with the opportunity to undertake a work placement at your schools careers office As a public service student the careers office team are keen to find out about how they can ensure that the uniformed public services are able to successfully help recruit people with the right skills and qualities into the services, and support applicants with their applications and inform them of the progression opportunities their chosen career within a service.

In order to do this, you have been given the task of researching the service you are wanting to join, and one other contrasting service to show how they are similar and how they are different, and then to take part in a simulated application process to show how someone could prepare for this.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given time to research different public service roles from across the range of services. Discussions could be held around the similarities and differences in different services. Learners could investigate purpose, role, responsibility, legal accountability, and response to change for at least two contrasting services.

Interviews with members of individual public services could be held here, with the specific focus on identifying public service roles and responsibilities. Guest speakers could be arranged.

Suggested time: about 10 hours.

Activity: Roles of the uniformed public services

Learners are provided with a research tasks where they work with peers to investigate a range of uniformed public service, producing a poster or presentation that shows examples of how they fulfil their roles.

Suggested time: about 5 hours.

Activity: Responsibilities of uniformed public services

Learners use case studies provide by the assessor of activities that have been undertaken by the uniformed public services and are tasked with showing how the public services have fulfilled their responsibilities to the public, how they have been held legally accountable and how they have responded to change. Learner can then participate in small group discussions to share their knowledge and understanding.

Suggested time: about 8 hours.

Activity: Career opportunities in the uniformed public services

Learners work in groups, with each group taking one of the uniformed public services and prepare a careers leaflet showing the career opportunities available in that service, sharing these leaflets with their peers as a learning resource.

Suggested time: about 3 hours.

Activity: Skills and Qualities needed for a career in the uniformed public services

Moving on from the leaflets prepared, learners are tasked with investigating the skills and qualities need for their selected career opportunities and produce factsheets to be added as a learning resource.

Suggested time: about 4 hours.

Activity: Application for a role within a uniformed public service

Learners are required to select one career pathway and complete the recruitment and application for the role. This could include all documentation such as application forms, testing and scenario-based assessments. The learner could be provided with the opportunity to undertake a skills audit prior to completing the application, and to reflect on the results and use this to inform the completed documents.

Learners could then undertake simulated assessments that would be normal for the application to the role, such as numeracy or literacy assessments, lateral thinking assessments, role plays, fitness testing.

Finally, learners could undertake a simulated interview, preferably with employer involvement, where they are provided with the opportunity to respond to questions from an interviewer/panel.

Learners could reflect on the whole process, reviewing their own performance and making recommendations for improvement in future applications.

Suggested time: about 15 hours.

Links to other units

This unit has strong links to:

- Unit 1: Public Service Skills and Support for the Community
- Unit 3: Health and Fitness for Entry to the Uniformed Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- attendance at simulated application.

Unit 3: Health and Fitness for Entry into the Uniformed Public Services

Level: **2**
Unit type: **Optional**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners study the major body systems and the different lifestyle factors. They will explore the different public service health and fitness requirements and participate in the different fitness tests.

Unit introduction

Understanding how to lead a healthy lifestyle and how the body works is particularly important for members of the uniformed public services. Different uniformed public services have varying health and fitness tests, depending on the nature of the job, so it is important to understand these and to know why each uniformed public service uses particular tests.

In this unit you will look at the different body system and how they work. You will explore how to keep healthy and how to improve an individual's health and wellbeing. You will examine different lifestyle factors and why they are important if you are planning to enter the uniformed public services. You will research the health and fitness requirements of various public services and you will have the opportunity to take part in the different fitness tests that assess the standards set by various uniformed public services.

This unit will support you in progressing to a higher-level qualification. As well as the unit specific skills it will also enable you to develop transferable skills such as communication, research and how to maintain good fitness and wellbeing all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate major body systems

B Explore the health and fitness requirements of different public services.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate major body systems	**A1** Key human body systems associated with physical activity **A2** The components of fitness **A3** Basic nutrition and lifestyle factors and their effects on health and wellbeing	A report or presentation on the key body systems and the effects of basic nutrition and lifestyle on them in refence to the components fitness.
B Explore the health and fitness requirements of different public services	**B1** Public service job requirements for health and/or fitness **B2** Fitness testing for the public services	A report or presentation on two different public services health and fitness requirements. Evidence of learners carrying out fitness tests, together with a record of the test results.

Key teaching areas in this unit include:		
Sector skills	**Knowledge**	**Transferable skills/behaviours**
• Planning own fitness testing activities (types of exercise, test protocols, health, and safety) • Taking part in physical fitness activities	• Different body systems and their functions • Factors affecting nutrition and lifestyle • Health and fitness requirements of different public services	• Finding out information • Managing information • Reviewing and improving own performance

Unit content

Knowledge and sector skills

Learning aim A: Investigate major body systems

A1 Key human body systems associated with physical activity

Learners must know about body systems and how they work.

- Musculoskeletal system:
  o skeletal system structure
  o skeleton functions e.g. supporting, framework, protection
  o muscular system structure including major muscles of the body
  o e.g. biceps, triceps, deltoids, pectoralis major, rectus abdominis, quadriceps, hamstrings, gastrocnemius, erector spinae, trapezius, latissimus dorsi, obliques
  o muscular system functions
  o muscle types e.g. cardiac, skeletal, smooth.
- Cardiovascular system:
  o heart structure including atria, ventricles, pulmonary artery, pulmonary vein, aorta,
  o vena cava, bicuspid, tricuspid valve
  o heart functions including pump blood around the body, delivery of oxygen and
  o nutrients, removal of waste products.
- Respiratory system:
  o structure including pharynx, trachea, nose, mouth, ribs, intercostal muscles, lungs,
  o diaphragm, bronchus, bronchiole, alveoli
  o respiratory system function e.g. diffusion of oxygen and removal of carbon dioxide.

A2 Components of fitness

Learners must know the definitions and components of physical and skill-related fitness.

- Physical fitness:
  o muscular strength e.g. maximum force (in kg or N) generated by a muscle or muscle group.
  o muscular endurance e.g. ability of muscular system to work efficiently.
  o flexibility e.g. adequate range of motion in all joints of the body.
  o cardiovascular endurance e.g. ability of cardiorespiratory system to work efficiently.
  o speed e.g. faster a person runs over a given distance, the greater their speed.
- Skill-related fitness:
  o coordination e.g. smooth flow of movement needed to perform a motor task efficiently and accurately
  o agility e.g. ability of a person to move or change direction without losing balance or time.
  o balance e.g. ability to maintain centre of mass over a base of support
  o reaction time e.g. taken for person to respond to a stimulus and the initiation of their response
  o power e.g. the product of strength and speed.

A3 Basic nutrition and lifestyle factors and their effects on health and wellbeing

- Essential nutrients:
- fats, carbohydrates, proteins, vitamins, minerals and water.
- Functions of the essential nutrients:
  o energy, growth and repair, supporting body.

- Five food groups making up the 'Eatwell plate':
  - fruit and vegetables
  - bread, other cereals and potatoes
  - milk and dairy products
  - meat, fish and alternatives
  - foods containing fat and foods containing sugar.
- Effects of poor diet and nutrition on health and wellbeing:
  - lethargy
  - obesity
  - susceptibility to illness or injury
  - lack of concentration.
- Lifestyle factors that affect health and wellbeing:
  - healthy diet
  - healthy sleep pattern
  - good personal hygiene
  - regular exercise
  - smoking
  - alcohol intake
  - use of drugs
  - sexual health.

Learning aim B: Explore the health and fitness requirements of different public services

B1 Public service job requirements for health and/or fitness

Learners must know the benchmarked fitness requirements for various uniformed public services.

- Specific public uniformed services fitness tests, e.g. police, fire service, British Army, Royal Navy, Royal Air Force (RAF), prison service.
- Job specific fitness including the fitness tests, reasons for different tests and specific tests, e.g. police require multistage fitness test.
- Service requirements: service levels for specific uniformed public services, pass levels, e.g. army infantry requires 1.5 miles in 12.45 minutes, army combat require 1.5 miles in 13.15 minutes, police level 5:4 bleep test.

B2 Fitness testing for uniformed public services

- Preparing for and carrying out a fitness test for different services:
  - risk assessment/health and safety considerations prior to testing, e.g. warm-up, warm down, facilities, equipment, use of spotters for specific types of tests.
- Different types of tests for various public services:
  - police e.g. Multi-stage fitness test
  - army e.g. 2 km run after an 800 m warm up jog between 6 minutes 30 seconds and 7 minutes, 2 km in 11 minutes 15 seconds or less, throw a 4 kg medicine ball to a minimum of 2.9 m, pull up a bar for 5 seconds pulling up 46 units or more
  - some services may require higher results.
- Recording and interpreting test data:
  - comparative assessment of data against normative data
  - identifying performance strengths and areas for improvement.

Transferable skills

Finding out information

- Carrying out comprehensive research to find out information about the body systems and health and lifestyle.

Managing information

- Gathering information and recording results to help in assessing own fitness levels in health and fitness testing activities that meet uniformed public services requirements.

Reviewing and improving own performance

- Reviewing own personal health and fitness testing activities, measuring own performance against required standards and suggesting improvements.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate major body systems		
A.P1 Summarise how the major body systems work.	**A.M1** Explain how the major body systems, nutrition and lifestyle factors affect uniformed public service fitness.	**A.D1** Analyse the potential impact of nutrition and lifestyle factors on individuals with reference to the different body systems.
A.P2 Summarise the effects of nutrition and lifestyle factors on uniformed public service fitness.		
Learning aim B: Explore the health and fitness requirements of different public services		
B.P3 Outline the health and fitness requirements for roles within different uniformed public services.	**B.M2** Analyse the results of the fitness tests undertaken for different public services.	**B.D2** Evaluate the results of the fitness tests undertaken for different public services.
B.P4 Carry out fitness tests for different public services maintaining a results log.		

Essential information for assessment decisions

Learning aim A

Learners will know all the major body systems, the components of fitness and give an overview of the lifestyle factors that affect a person's health. Learners must link these to the different uniformed public services and state the reasons why being healthy is important to the various job roles.

For distinction standard, learners will analyse the various factors in the impact of nutrition and lifestyle on an individual with reference to the body systems. They will consider positives and negatives of the varying lifestyle choices on the different body system, such as disease, obesity and addiction. Learners will draw a conclusion as to what is a healthy lifestyle and how a healthy lifestyle can benefit a person who wants to join a uniformed public service examples will need to be used to support the analysis. Learners to use sector specific terminology consistently.

For merit standard, learners will explain how the major body systems, nutrition and lifestyle factors affect uniformed public service fitness. The learners will give reasons and evidence on how nutrition and lifestyle choices affect each of the major body systems. Learners will use a range of appropriate terminology and give examples to illustrate their explanation.

For pass standard, learners will describe the major body systems, the components of fitness, and basic nutrition and lifestyle factors. Learners' explanation of each will be clear and provide some relevant recall and application, of relevant features and information, including an appropriate understanding of the effects of different nutrition and lifestyle choices on the different body system. Learners will use some appropriate terminology in their descriptions.

Learning aim B

Learners will focus on the full fitness test for two different uniformed public services. They will then go onto undertake the two fitness tests. The fitness tests should be relevant to the specific uniformed public service's requirements. Evidence could be in the form of a report on the tests, annotated photographs or video evidence of practical activities, supported by observation reports and witness statements of learners demonstrating fitness tests.

For distinction standard, learners will analyse the results of the fitness tests and interpret their results giving a conclusion on where their fitness levels are in relation to the targeted uniformed public service entry requirements. They will look at strengths and weaknesses of the results, giving reasons as to why and how they achieved them. Learners will give details of how they intend to improve or maintain the results they have achieved.

For merit standard, learners will explain the results of the fitness tests in detail, considering strengths and weaknesses, and the extent to which they meet the targeted uniformed public service entry requirements. Learners will examine the results methodically and in detail and will interpret the results giving reasons why they achieved what they did and how they intend to improve or maintain.

For pass standard, learners will describe the health and fitness requirements in two different Uniformed Public Services. Learners will give a clear description of each of the health requirements and each of the fitness requirements. Learners will safely undertake and accurately record, the results of two full uniformed public service fitness tests, following all relevant testing protocols and procedures.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning aim A

You have been working with some young people who aspire to join a uniformed public service. You have been tasked with undertaking a project looking at lifestyle for them to be successful when they undertake fitness for their chosen career.

As part of this project you have been asked to write a report investigating how the different body systems are affected by nutrition and lifestyle and you will show how this supports entry into the uniformed public services in a report or presentation.

Learning aim B

You have been asked by your chosen public service to review the health and fitness requirements as part of an engagement project to give them an insight to the current requirements. You have been asked to research and write up your chosen uniformed public service and one other uniformed public service's health and fitness requirements. You will have to undertake the fitness tests record the results of the tests and review them to make recommendations as to how you can improve performance in future tests.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners to be introduced to what is meant by health and fitness and its importance to the Uniformed Public Service.

Suggested time: about 3 hours.

Activity: Introduction to body systems and nutrition and lifestyle

Learners to identify the body systems and the components of fitness and outline what each one is and how they work. Diagrams to be used to annotate the body and muscle systems learners to research basic nutrition and lifestyle factors and give examples of good and bad nutrition and lifestyles and say how they affect the body systems. A range of activities to investigate good nutrition and diet can be carried out in small groups and some menu planning be done to ensure learners understand good nutrition within a menu plan.

Suggested time: about 7 hours.

Activity: Research health and fitness requirements/tests

Learners to research different uniformed public services health and fitness requirements/tests and present to the rest of the group. Learners to give an outline of the requirements/tests and how they could be achieved and maintained. Different groups can research the different uniformed public services and then share their findings.

Suggested time: about 7 hours.

Activity: Undertake health and fitness requirements/tests

Learners to undertake uniformed public services requirements/tests of various tests. The fitness tests will need to be monitored and carried out so the differences between the different uniformed public services can be identified.

These will be done safely with reasons understood for the tests.

Suggested time: about 7 hours.

Activity: Reflection

Learners to be introduced to the idea of reflection and to reflect on the different requirements/tests they have undertaken. They are to produce diaries giving reasons why they achieved the results they did.

Suggested time: about 4 hours.

Essential resources

For this unit, learners must have access to:

- Suitable fitness testing facilities and equipment, such as a sports hall, studio gym, sports laboratory appropriate testing equipment, such as sit and reach box, grip dynamometer, skinfold callipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch.

Links to other units

This unit has strong links to:

- Unit 5: Sport and Recreation in the Public Services
- Unit 6: Expedition and Land Navigation Skills.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- centres can involve employers in the delivery of this unit if there are local opportunities to do so.

Unit 4: Activities and Teamwork for the Public Services

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners study how teams are built and leaders develop through training. They examine theories and participate in team building activities as well as learning the importance of leadership.

Unit introduction

The ability to lead and support team members in the public services is crucial to achieving any objective. When all members of the team understand their role, feel supported and know what is expected of them, an effective team can achieve their objectives.

In this unit you will learn the importance of leading a team well, investigating the different types of leadership and how they are used in the public services. You will learn the qualities needed to be a team member whilst developing leadership skills, having the opportunity to apply them to different activities. You will create, plan and undertake activities allowing you to have first-hand experience of the benefits when leading a team and completing an activity. Reviewing and assessing your ability to lead will allow you to develop as a team member and work towards being an excellent team leader.

This unit will support you in progressing to a higher-level qualification. As well as the unit specific skills it will also enable you to develop transferable skills such as communication, research and decision making, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate the importance of teamwork and leadership in public services

B Demonstrate teamwork and leadership through activities.

Unit summary

	Learning aim		Key teaching areas	Summary of suggested assessment evidence
A	Investigate the importance of teamwork and leadership in public services	**A1**	Developing Teamwork in public services	A presentation on the leadership styles used in the public services.
		A2	Leadership styles used in public services	
B	Demonstrate teamwork and leadership through activities	**B1**	Safe planning of activities	A detailed plan of an activity designed by the learner that enables teamwork and leadership to be assessed through a practical activity. Review of the activity and observation report.
		B2	Health and safety in the public services	
		B3	Undertaking and reviewing team activities	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Risk management • Reviewing	• Leadership styles • How teams are developed • Current health and safety legislation	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Investigate the importance of teamwork and leadership in the public services

A1 Developing teamwork in the protective services

- Types of teams and different sizes.
- Purpose and objectives.
- Characteristics.
- Benefits of teams.
- Team building techniques such as recruitment, basic training, mentoring, coaching, team development days, regular meetings.
- Barriers to developing teams:
  - importance of group/team dynamics
  - poor communication
  - lack of compliance
  - differences in personalities
  - different values
  - competition
  - lack of team cohesion.
- Theories of team development style:
  - Belbin's nine team roles: coordinator, shaper, plant, monitor-evaluator, implementer, resource investigator, team worker, completer finisher, specialist
  - identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, contributions and allowable weakness of each role
  - Tuckman's stages of team development: forming, storming, norming, performing, adjourning the link between the relationships in the group and the focus on the task.

A2 Leadership styles used in the public services

- Authoritarian, Democratic, Laissez-faire, bureaucratic, people orientated, task orientated, situational.

Learning aim B: Demonstrate teamwork and leadership through activities

B1 Safe planning of activities

- Adequate space for activity.
- Participants suitability.
- Clear objectives.
- Water intake and hydration.
- Cover from the elements.

B2 Health and safety in the public services.

- Safe use of equipment prior to and during activities:
  - manual handling
  - responsibility for checking and servicing equipment
  - reporting procedures.

- Risk assessments:
  - types
  - definition
  - purpose
  - documentation
  - principles of accident prevention.
- Legal aspects:
  - health and safety legislation
  - health and safety (first aid) regulations
  - manual handling operations regulations
  - role of the health and safety executive
  - consequences to employers of breaching health and safety legislation
    e.g. penalties, prosecution
  - impact of legislation on protective services employees and employers.
- Emergency procedures:
  - action to be taken when emergency situation arises e.g. fires, bomb threats terrorist threat.
- Evacuation plan:
  - for disabled, elderly and young people.

B3 Undertaking and reviewing team activities

- Being an effective team member:
  - honesty and openness
  - accountable
  - patience
  - committed to the task
  - works to own strengths
  - can give and receive constructive feedback
  - communication
  - sense of humour.
- Being an effective team leader:
  - ability to brief and debrief a team effectively
  - importance of delegation
  - time management
  - motivation
  - mental agility
  - knowledge of team member's capabilities
  - integrity
  - review and reflect.
- Reviewing performance:
  - performance indicators e.g. completion of task, time to complete, number of team members to complete, competing against another team
  - target setting
  - monitoring
  - reviewing of performance against goals
  - support and development of team member.

B3 Presentation skills for pitching to an audience

- Pitching the plan to a suitable audience using presentation skills:
  - structure of presentation delivery, e.g. tone, pace, gestures, body language, eye contact, use of visual aids, use of graphics/branding and appropriate images, handouts, correct terminology, attire, professional approach
  - answering questions and feedback politely and appropriately.

Transferable skills

Preparing for work

- Knowledge of current Health and Safety legislation.

Developing practical and technical skills

- Designing team activities
- Undertaking team leadership activities.

Managing information

- Managing risk
- Planning for all eventualities.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the importance of teamwork and leadership in the public services		
A.P1 Identify leadership styles used in the public services.	**A.M1** Analyse leadership styles used in the public services.	**A.D1** Justify leadership styles used in the public services.
A.P2 Outline team attributes in public services linking to theory.		
A.P3 Summarise how teams are developed in the public services.		
Learning aim B: Demonstrate teamwork and leadership through activities		
B.P4 Plan a range of teamwork and leadership activities relevant to employment in the public services.	**B.M2** Review your own performance inteamwork and leadership during activities.	**B.D2** Evaluate own and team performance during teamwork activities.
B.P5 Participate in a range of activities demonstrating teamwork and leadership.		

Essential information for assessment decisions

Learning aim A

Learners will know the different leadership styles and be able to explain which style suits their personality and in what situation a leadership style would be used to best effect and why another would be less effective. Learners will also be able to identify ways in which teams are developed in the protective services.

For distinction standard, learners will: be able to justify all the leadership styles identified in the unit content by providing a situation and a public service and justifying why that is an effective style to deal with the scenario.

For merit standard, learners will: be able to explain the strengths and weaknesses of all leadership styles. They will consider which public services and situations each leadership style would be appropriate for and what services and situations they would not be appropriate for.

For pass standard, learners will: be able to describe all the different leadership styles and the characteristics of each of them. Learners will also be able to describe Tuckman and Belbin's theories of team development. Finally, they will be able to identify how teams are developed in different public services with examples.

Learning aim B

Learners will work in teams of 3-6 people designing at least three activities that the public services could use to develop a newly formed team. They must ensure that each activity is well thought through including identifying and making provision for the needs of the individuals that will be taking part in the activities. All activities must be agreed by the member of staff at the planning phase and must include a detailed risk assessment complying with health and safety and the education centres policies.

For distinction standard, learners will assess their team performance using use the observation report completed by the teaching staff and their own reflection on the activities to assess the team's performance. They will consider and provide examples from the activities for what the team did well and what areas they could develop to perform better in the future.

For merit standard, learners will review their performance in each activity using the observation records identifying what skills that they presented and what skills they need to develop and why they are needed. Examples from the activity will be included to support their detailed review.

For pass standard, learners will design and undertake an activity that develops the teamwork and leadership of an individual. The activity must include a detailed risk assessment and plan of the activity including equipment needed.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning aim A

You have been selected to attend a selection course for your chosen public service. They have asked you to research and prepare a multimedia presentation that justifies the leadership styles, theories and techniques used in development of a team in the public services. This will help other recruits to understand the importance of teamwork to the public services and their future careers.

Learning aim B

After successfully completing the first task in the selection course you have been asked to design, plan and undertake an activity for a team of 3-5 members, that you will lead, helping them develop teamwork and leadership skills. You must ensure that you meet the needs of all individuals in the team and plan for it to be completed in line with current Health and Safety legislation. You will also review and assess your own performance during the teamwork activity.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit

Learners can identify who in their lives or in the media influences them and why. Learners then draw a person and list all the qualities that they think this person has that makes them a good leader and places that list in the middle of the person. They can then list on the outside of the person what they think a leader isn't.

Suggested time: about 2 hours.

Activity: The next world leader

Learners to take part in few simple teamwork tasks. They will then be introduced to Belbin's theory of team development by tutor. Group to reflect on task they undertook and what learners fulfilled roles with examples. In groups learners given a public service to consider and explain how each role could be useful to that service.

Learners to watch an appropriate video clip that demonstrates team development. Tutor to introduce the learners to Tuckman's theory and consider where each stage was shown in the TV show.

Suggested time: about 5 hours.

Activity: Team activity

Tutor to introduce learners to the 7 leadership styles. In groups learners to use the internet to research people who represent the characteristics of each style and feedback to the class.

Suggested time: about 6 hours.

Activity: Teach me something

Learners introduced to health and safety legislation. Then learners to be introduced to idea of risk assessment and its importance. Students to add to exemplar risk assessment before completing own and peer assessing.

Suggested time: about 6 hours.

Activity: Summative assessments

Each group is given a lesson, during their assessment they brief the team on what is required of them. The team allocates different roles to group members such as timekeeper or leader. The learners who have planned the activity watch and make notes on how the task is progressing and make notes on the individuals completing the activity. Once complete the learners who planned the activity debrief the team identifying areas that went well and areas that they need to improve on. The teacher is then able to debrief the team with the notes made and then debrief the learners who planned the activity, allowing all learners an opportunity to then evaluate their contribution and the team's effectiveness.

Suggested time: about 6 hours.

Essential resources

For this unit, learners will need access to:

- Computers, research platforms, activity areas, activity equipment.

Links to other units

This unit has strong links to:
- Unit 1: Skills and Support for the Community
- Unit 6: Expedition Skills and Land Navigation.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- public services that offer team development activities
- work experience.

Unit 5: Sport and Recreation in the Public Services

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners study the importance of sport and recreation to the public services. They will explore different sports, rules, regulations, tactics and participate in different sports.

Unit introduction

Sport and recreation are important to members of the public services. Different public services participate in various sports to assist with team cohesion, so it is important to understand the different sports and the rules.

In this unit you will look at different sports the public services participate in. This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques, and tactics. You will have an opportunity to focus on developing and improving your own practical sports performance and understanding why public services participate. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research and the skills relating to teamwork as well as number of sporting activities, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate the importance of sport and recreation in public services

B Demonstrate skills, techniques and tactics in selected sports.

Unit summary

	Learning aim	Key teaching areas	Summary of suggested assessment evidence
A	Investigate the importance of sport and recreation in public services	**A1** Types of sport and recreation important to the public services **A2** The importance of sport and recreation to the public services	A report or presentation on the different types of sport and recreation the public services undertake and the importance to the public service.
B	Demonstrate skills, techniques and tactics in selected sports	**B1** Plan and participation in sport activities **B2** Review of performance in sport activities	Detailed plan of for different sport and recreation activities. Evidence of learners carrying out sport and recreation activities. Review of the activities undertaken.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Knowing different sports and recreation • Taking part in sport and recreation	• Different sport and recreation activities the public services undertake • Importance of sport and recreation to the public services • Plan, participate and review different sport and recreation activities	• Planning • Finding out • Managing information • Communication

Unit content

Knowledge and sector skills

Learning aim A: Investigate the importance of sport and recreation in public services

A1 Types of sport and recreation important to the public services

Learners will gain a knowledge of different kinds of sport.

- Team games:
  - football
  - netball
  - basketball
  - hockey
  - rugby
  - cricket.
- Individual sports:
  - cross-country running
  - climbing
  - skiing
  - tennis
  - badminton
  - sailing
  - boxing.
- Recreation:
  - cinema
  - theatre
  - hobbies
  - music
  - the arts.

A2 The importance of sport and recreation to the public services

The impact of sport and recreation activities on staff productivity and other service benefits include:

- Enhanced productivity:
  - reduced staff illness and absenteeism
  - improved health and fitness
  - improved psychological wellbeing.
- Team cohesion:
  - team sports and the impact they have on the team, building team trust and
  - reliance on each other.
- Improved staff loyalty and morale:
  - through employee benefits
  - employees are motivated by the healthy approach to work and by their employer's investment in them as individuals.

Learning aim B: Demonstrate skills, techniques and tactics in selected sports

B1 Plan and participation in sport activities

- Plan:
  - o personal safety equipment, e.g. helmets, shin pads, gum shields
  - o care of self, protection from personal injury
  - o knowledge of scoring system and rules for participation in team sports
  - o knowledge of scoring system and rules for participation in individual sports
  - o acquisition of skills and techniques to improve self-development.
- Responsibility of different people involved:
  - o duty of care of organisers
  - o Disclosure and Barring Service (DBS) checks of people involved,
  - o knowledge of procedures and rules.
- Participate – learners will participate in a range of sport activities:
  - o competitive play in a controlled environment
  - o skills, e.g. motivation, communication, adaptability
  - o techniques specific to sport and recreation activity
  - o competitive situation, e.g. agreed in advance which skills, techniques, and abilities are tested to achieve a goal e.g. better personal performance and/or better performance over other individuals
  - o conduct, e.g. positive attitude, team player in team sports, safe behaviour.

B2 Review of performance in sport activities

- Keep a reflective log of planning and participation, e.g. written diary, video diary.
- Collect feedback from others, e.g. participants and supervisor.
- SWOT – strengths, weaknesses, opportunities for improvement and threats.
- To give an overview of the performance.

Transferable skills

Finding out information

- Comprehensive research to find out different sport and recreation the public service undertakes.

Communication

- Verbal and non-verbal communication when participating with others.

Teamwork

- Working with others to complete an activity or achieve a goal.

Reviewing and improving own performance

- Reflecting on own performance in different sport and recreation activities.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the importance of sport and recreation in public services		
A.P1 Outline different sport and recreation activities that public services participate. **A.P2** Summarise the importance of sport and recreation activities to public services.	**A.M1** Analyse why sport and recreation activities are important to public services.	**A.D1** Evaluate the potential impact of sport and recreation activities on the operational performance of public services.
Learning aim B: Demonstrate skills, techniques and tactics in selected sports		
B.P3 Participate in selected sport activities demonstrating skills, techniques and tactics.	**B.M2** Participate in selected sport activities, demonstrating effective use of skills and techniques.	**B.D2** Participate in selected sport activities demonstrating consistent and effective use of skills and techniques.
B.P4 Outline personal performance, using self-assessment and feedback from others, in sport activities.	**B.M3** Reflect on personal performance in selected sport activities highlighting how skills and techniques used met the goals.	**B.D3** Evaluate personal performance in selected sport activities, recommending areas for development.

Essential information for assessment decisions

Learning aim A

Learners will be able to identify the different types of sport and recreation that the public services undertake. Learners will understand the reasons public services undertake the sports and recreation activities and give the importance to the different services.

For distinction standard, learners will justify the potential impact of sport and recreation activities on the operational performance of public services. They must consider the overall impact of different sport and recreation activity on performance in different public services. Learners will consider the benefits of these activities. Learners will then draw a conclusion using a range of examples to support their report or presentation.

For merit standard, learners will analyse why sport and recreation activities are considered important in different public services. learners must give reasons or evidence as to why sport and recreation activities are considered important to different public services. Learners will give examples and reasons and they must provide actual examples from services.

For pass standard, learners will outline the different sport and recreation activities the public service undertake. Learners will look at, at least six different sport and recreation activities. Learners will explore why sport and recreation is important to different public services, giving real life public service examples.

Learning aim B

Learners will participate in sport and recreation activities in a safe and considered way. They will participate in a range of activities including team sports and individual activities. Learners will show planning of the activity, participation, and reflection of the different activities. Teacher witness statement on participants will be expected.

For distinction standard, learners will competently and assuredly use skills, techniques and tactics when participating in selected sports activities. They review their performance by providing clear accurate details on how skills, techniques and tactics were used in four sport and recreation activities. They cover all their strengths and weaknesses and clearly detail how they can improve or maintain their performance. Learners will fully use their own reflections and others feedback on their performance in their review.

For merit standard, learners will use most skills, techniques and tactics when participating in selected sports activities. They review their performance by providing some detail on how skills, techniques and tactics were used in four sport and recreation activities. They cover most of their strengths and weaknesses and provide some detail on how they can improve or maintain their performance. Learners will use most of their own reflections and others feedback on their performance in their review.

For pass standard, learners will participate in four sport and recreation activities. Learners will carry out the activity showing some progress in use of skills, techniques and tactics. They will give summarise their performance during the activities which considering feedback given by others.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity will be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning aim A

You have been asked by your local public service cadet organisation to look at organising some sport and recreation activities.

As part of the work you have been asked to compile a project display for a forthcoming open event on six different sport and recreation opportunities the public services undertake and the benefits of it.

Select six different sport and recreation opportunities, relate them to various public services and show the impact they have on the operational performance of those public services.

Suggested scenario

Learning aim B

Following the success of the cadet open event, the cadet leaders have asked you to participate and review in four sport and recreation activities.

You are to participate in four sporting activities, to the best of your ability and write a review on the positives and negatives of your performance in the activities with recommendations for future development.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit Learners to be introduced to the meaning of sport and recreation and why it is important in the public services. **Suggested time:** about 3 hours.
Activity: Introduction to different sport and recreation activities Learners to research and identify the different sport and recreation activities that the public service undertake and list the benefits to the public services. **Suggested time:** about 6 hours.
Activity: Plan and undertake different sport and recreation activities In groups learners must plan different sport and recreation activities, giving details of the sport, equipment they may use and how they will undertake the activity. They will then undertake the different activities, keeping a log of the activities and give detail of the activities. **Suggested time:** about 12 hours.
Activity: Reflection Learners to be introduced to the idea of reflection and to reflect on the different activities they have undertaken. They are to produce diaries giving reasons why they achieved the results they did. **Suggested time:** about 8 hours.

Essential resources

For this unit, learners will need access to:

- suitable venue and equipment, such as a sports hall, studio gym, sports pitches, tracks
- appropriate equipment, such as footballs, basketballs, boxing gloves, hockey sticks, goals.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 3: Health and Fitness for Entry to the Uniformed Public Services
- Unit 4: Activities and Teamwork in the Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- centres can involve employers in the delivery of this unit if there are local opportunities to do so.

Unit 6: Expedition and Land Navigation Skills

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners study the essential skills needed to plan and participate in expeditions using basic navigation and more modern navigation aids including the use of satellite technology.

Unit introduction

Having the skills to plan and undertake an expedition gives you the opportunity and freedom to visit some of the world's most spectacular landscapes including the majestic mountain ranges of the British Isles. The ability to safely explore hills and valleys will allow you to challenge yourself physically and mentally, gaining confidence in your own ability and improving the personal skills and qualities needed for a role in the protective services.

In this unit, you will learn a brief history of expeditions looking at why people have challenged themselves throughout the years, pushing themselves to the edge of their ability. You will learn the practical aspects of planning a successful expedition including looking at all the safety standards that are put in place to ensure that every planned expedition is thought through and the dangers are mitigated. You will be given the opportunity to undertake an expedition experiencing what it is like to navigate with members of a team through the countryside taking into account the teams safety and their responsibility to the environment.

This unit will support you in progressing to a higher-level qualification. As well as the unit specific skills it will also enable you to develop transferable skills such as communication, research and decision making all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Plan an expedition

B Participate in an expedition

C Review participation in an expedition.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan an expedition	**A1** Key aspects of expedition planning **A2** Considering the health, safety and risk when planning an expedition	A portfolio of evidence that must include: • a risk assessment • a route card • an equipment list • a menu/shopping list.
B Participate in an expedition	**B1** Skills needed for navigating **B2** Techniques needed for camping	A presentation of what the learners did on their expedition and how they would improve it on future expeditions. Further evidence to back up:
C Review participation in an expedition	**C1** Assessing your part in the expedition **C2** Outline the role of the team's contribution	• a peer review • an observation record • a learner review • pictures.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Risk management • Reviewing	• Understanding how satellite navigation works • Knowing the essentials to operate within a team • Knowing how to navigate using basic equipment	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Plan an expedition

A1 Key aspects of expedition planning

- Appropriateness:
  - activity selection e.g. trekking, climbing, mountaineering, canoeing
  - location e.g. local, national, international, forest, mountain, coastal, river
  - restrictions of any activities e.g. age, weight, height.
- Purpose of the expedition:
  - aims and objectives
  - relevance to the expedition and its chosen activities, location and age of participants.
- Permissions:
  - management e.g. line manager/senior management at school/college or employer
  - Local authority related to school/college
  - parent/guardian
  - participant
  - landowner
  - appropriate authorising body when relevant e.g. charity expeditions.
- Logistics:
  - group size and staff ratios
  - transport
  - group equipment e.g. stoves, ropes, safety equipment
  - Individual equipment e.g. sleeping bags, boots.
- Accommodation:
  - different types of accommodation e.g. bunk houses, youth hostels, hammocks, tents
  - allocation gender
  - staff/instructor proximity.
- Food, nutrition and fluid requirements dependent on the activity and expedition type and duration.
- Personal equipment:
  - types of rucksacks
  - sleeping systems
  - clothing e.g. base layer, warm clothing
  - waterproof protection
  - footwear.
- Group equipment:
  - types of tent e.g. base, mountain, cooking, lightweight,
  - bivouac equipment e.g. stoves, ropes, fuel.
- Finance:
  - budget e.g. income/expenditure
  - major costs areas e.g. food, transport, fuel, camping/accommodation fees)
  - insurance
  - emergency planning
  - records maintenance.

A2 Considering the health, safety and risk when planning an expedition

- Health and safety:
  - o medical forms
  - o next of Kin
  - o reason for accurate contact details
  - o chain of command.
- Risk assessment:
  - o risk assessment proforma completion including relevant information and responsibility
  - o contingency planning.
- First aid:
  - o first aid equipment
  - o basic first aid knowledge
  - o allocated first aider
  - o information for reporting emergency incidents.
- Weather check:
  - o use of websites and other sources e.g. Met office, Mountain Weather Information Service.
- Fitness:
  - o personal e.g. individual's ability to complete the activities and expedition type and duration
  - o team e.g. ability of the whole team to complete the activities within the expedition.

Learning aim B: Participate in an expedition

B1 Skills needed for navigating

- Navigation skills and techniques:
  - o orientation of map
  - o map care and folding
  - o direction finding
  - o grid references
  - o scale and distance
  - o handrail features
  - o use of key
  - o compass skills
  - o preparing and using route cards
  - o calculating time and distance.
- Travelling skills:
  - o pacing
  - o energy conservation
  - o avoiding hazards.
- Weather related skills:
  - o understanding weather forecasts
  - o predicting changing conditions
  - o assessing conditions.
- Advanced techniques:
  - o calculating distance travelled through time
  - o route selection with emergency options e.g. appropriate to the weather, other circumstances
  - o identifying position by methods of relocation, navigation in poor visibility
  - o boxing an object
  - o attack point
  - o aiming off
  - o navigation with confidence and accuracy.

B2 Techniques needed for camping

- Maintaining a dry tent.
- Waste disposal and recycling.
- Personal hygiene.
- Packing equipment.
- Using and storing equipment.
- Erecting and striking tents.
- Camping comfortably in difficult weather.

Learning aim C: Review participation in an expedition

B1 Assessing your part in the expedition

- Keeping a diary or log of own participation in undertaking a multi-day expedition.
- Collecting feedback:
  - o from teachers, instructors, observers, peers
  - o methods of collecting feedback e.g. verbal, use of comment cards, questionnaires, video diaries.
- Considering relative success against expedition objectives:
  - o increasing motivation
  - o building teamwork skills
  - o appreciating the outdoors
  - o learning new skills.
- Strengths of own performance:
  - o planning
  - o aims and objectives achieved
  - o specific skills and techniques.
- Personal areas for improvement:
  - o outcomes not meeting planned goals
  - o relating to specific skills and techniques.
- Use of soft skills e.g. communication, leadership, decision making.

C2 Outline the effectiveness of the teams involved in expedition

- Effectiveness of teamwork during the expedition:
  - o group and self-discipline
  - o leadership
  - o cooperation
  - o communication
  - o combining individual skills
  - o problem solving
  - o achieving aims
  - o working with others.
- Conflict resolution e.g. SMART (Specific, Measurable, Achievable, Realistic, Timed) objectives.

Transferable skills

Preparing for work

• Developing the skills required to operate within a team.

Developing practical and technical skills

• Understanding the technological advances in navigation including satellite technology.

• Developing practical navigation skills.

Managing information

• Using strengths within the team to manage information required for a route card and risk assessment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan an expedition		
A.P1 Produce an outline plan for an expedition.	**A.M1** Explain the purpose of planning before expeditions.	**A.D1** Assess the purpose of planning for expeditions.
A.P2 Identify the risks for a planned expedition.		
Learning aim B: Participate in an expedition		
B.P3 Use basic expedition skills to complete anexpedition.	**B.M2** Demonstrate some advanced navigation techniques during an expedition.	**B.D2** Demonstrate competent use of expedition skills during an expedition.
B.P4 Use satellite technology effectively during an expedition.		
Learning aim C: Review participation in an expedition		
C.P5 Review the planning stage of an expedition, you participated in.	**C.M3** Create a detailed development plan for improving your expedition skills.	**C.D3** Create a comprehensive development plan, using own reflection and feedback from others on your expedition skills.
C.P6 Identify personal expedition skills that need to be developed.		

Essential information for assessment decisions

Learning aim A

Learners will be able to understand why planning is a vital part towards an expedition's success. Learners will need be able to plan for and mitigate against potential hazards that could occur. They can use case studies of accidents in their work to assist justification.

For distinction standard, learners will analyse the need for prior planning and preparation before undertaking an expedition, learners will use case studies and examples of expeditions that have been undertaken where prior planning may have made the expedition more successful or where good planning has led to its success. Learners will identify potential risk relevant to an expedition and be able to add counter measures to lower the risk.

For merit standard, learners will explain why planning is important for expeditions and will consider the importance of preparing a route card and ensuring that systems are in place in the event of an accident. Learners will be able to explain why it is important for each member of the group knowing key information about location, procedures, medical conditions and what could happen if these systems were not in place.

For pass standard, learners will produce a plan for their expedition which will include a route card, an up to date map highlighted with the route (this could be a photocopy), as well as preparing a kit list and weather forecast for the duration of the planned expedition. Learners must also complete a risk assessment for all aspects of the expedition identifying risks and how to mitigate them. To achieve both pass criteria for this learning aim the work does not need to be in great detail but must show learners have given reasonable consideration to all key areas.

Learning aim B

For learning aim B learners will undertake an expedition that they have planned in small groups. Learners will have the opportunity to use any type of technology to use satellite navigation at some point during their expedition, this could include a piece of equipment owned by the centre or an individual within the team. They should not navigate the entire route by this means but they must have the opportunity to observe how it can assist, but not replace, basic navigation techniques.

For distinction standard, learners will be able to competently use basic and advanced expedition skills throughout their expedition and know how to use a global positioning system. This can be observed by the assessor seeing the learner demonstrate the task or through questioning and asking the learners to demonstrate the skills and when they will be used.

For merit standard, learners will be able to demonstrate a few advanced navigation techniques, this could include aiming off, identifying an attack point, boxing around an object, relocation or a similar skill pre-arranged by the assessor.

For pass standard, learners will be able to use basic navigation to a good standard, this must include the following skills: pacing a distance, using a compass, bearings and orienting the map and compass to North. Learners must be able to use a global positioning system to identify their location and direction of travel (this can be used on a smart mobile phone or other device).

Learning aim C

For learning aim C, the learner will review the whole expedition including the start point of their knowledge and the advances they have made, they will use peer assessments and observation reports to create a development plan in order for them to further develop their range of expedition skills.

For distinction standard, learners will evaluate the skills they used on the expedition using feedback from the peer assessments and observation reports completed by the group and the teaching staff. The learners will consider their strengths and weaknesses and make a judgement on their overall performance providing examples from the expedition activity to support their evaluation. A full range of skills will be covered evaluation all aspects from the expedition to include, planning health and safety, navigation skills, weather, (camping if appropriate) travel and equipment and personal kit.

For merit standard, learners will be able to explain what skills they have developed and how they used the skill during the expedition, they will also be able to explain when they were unable to use a skills correctly and how they will develop these skills between now and their next expedition to ensure they are successful in the future. Areas for improvement and how to improve them will be clearly explained.

For pass standard, learners will be able to review the planning stage of their expedition and consider the effectiveness of their route card, chosen route, kit list and risk assessment. They must also reflect on the skills they used on their expedition and identify the skills they need to improve on future expeditions and how they plan to develop them.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning Aim A

You are a training instructor in the public services, and as part of basic training your trainees are expected to plan and undertake an expedition. You have been decided to create a training pack for your learners with example of key documents that can help your recruits effectively create their own.

Learning Aim B and C

After the success of your training documents you have decided to evidence your participation in an expedition and present it back to your trainees. You will evaluate the effectiveness of your planning and the skills you used to help your trainees see the importance of reflection in developing their expedition skills.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners can be introduced to the unit by drawing images of the key topics that they are expecting to study in this unit, no words to be written, learners will then have to think creatively how they can get their point across using just images. Learners from other groups then try and identify what the group had been trying to draw.

Suggested time: about 2 hours.

Activity: Expeditions

Learners research expeditions that have been involved in accidents, they then try to learn how the incident happened and the main cause, they then try to identify what counter measures could have been put in place to prevent the incident happening, this could be international, or UK based.

Suggested time: about 4 hours.

Activity: Map reading and route creation

Learners introduced to map reading, route cards and kit lists. Learners in different groups given different expeditions and maps to consider and to create route cards and kit lists for their expedition. Learners to peer assess the work they produced identifying areas for development.

Suggested time: about 8 hours.

Activity: Risk assessments

Learners introduced to risk assessments. Learners given different none expedition scenarios to risk assess groups and tutor to peer assess. Learners split into groups and given different expedition activities to risk assess and class to peer assess.

Suggested time: about 6 hours.

Activity: Planning an expedition

Learners given a practice expedition to plan for and to create all planning documents.

Suggested time: about 8 hours.

Activity: Key documents

Learners to use key documents to carry out practice expedition. They can peer assess each other, and tutor can guide learners to develop practical skills such as taking a baring and boxing in.

Suggested time: about 10 hours.

Activity: Reflection

Groups review their assessment identifying what areas they need to develop before the summative assessment, this includes the plan on how they will practice before the summative assessment.

Suggested time: about 5 hours.

Activity: Individual expeditions

Learners to independently plan and carry out their expedition.

Suggested time: about 12 hours.

Activity: Feedback

Learners complete a peer observation of two individuals from the expedition and then feedback to the learner. Expedition leader to have 1:2:1 with each learner to feedback their performance on the expedition. This can be used to help create a personal development plan.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- Undertake an expedition
- Basic expedition equipment
- A Global Positioning System (can be on a smart phone).

Links to other units

This unit has strong links to:

- Unit 3: Health and Fitness for Entry into the Uniformed Public Services.
- Unit 4: Activities and Teamwork in the Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- centres should involve the public services and other employers wherever possible unit.

Unit 7: Aspects of Law and the Public Services

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore the key elements of law and the criminal justice system, including the legal personnel involved and the impact of the law on those working within the public services.

Unit introduction

The law has a significant impact on how individuals working within the public services carry out their functions. As all public services exist because of laws created by Parliament, it important that those working within the public services develop an awareness of the legal rules regulating their duties, so that they may understand the context within which they are working.

In this unit, you will develop an understanding of the legal system within the context of the criminal justice process. You will explore the key aspects of the criminal courts and criminal trial process, including the legal personnel involved at each of the relevant stages of a criminal case, including what powers the police have to investigate crime. In addition to this, you will explore the potential outcomes of a criminal cases and determine their effectiveness in preventing future criminal behaviour.

The range of concepts and skills developed throughout this unit will support you in progressing onto a higher-level qualification. It will enable you to develop transferable skills such as communication, research and practical and technical skills such as your skills of application to determine the most appropriate legal rule that will apply to a given scenario, all of which will help you progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Explore the features of criminal law

B Investigate the structure and roles of the legal system

C Examine the procedures and outcomes of a criminal trial.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the features of criminal law	**A1** Distinction between civil and criminal law **A2** Law making procedure in Parliament **A3** Law made by judges	An information leaflet that: • explains the distinction between civil and criminal law and compares the two types of law • explains statute and case law as sources of law.
B Investigate the structure and roles of the legal system	**B1** Structure and role of the criminal courts **B2** Legal personnel involved in a criminal case	An information pack that: • applies the role of each of the criminal courts to case studies • applies the role of the various legal personnel involved in the criminal justice system in the context of relevant case studies • applies the pre-trial and trial process to the given situation.
C Examine the procedures and outcomes of a criminal trial	**C1** Pre-trial procedure **C2** Stages in a criminal trial **C3** Outcomes available in a criminal trial	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Leaflet preparation • Report writing	• Distinction between civil and criminal law • Law making procedure in parliament • Key elements of judicial precedent • Hierarchy of criminal courts and the appeals system • Roles of the legal profession, the judiciary and lay people in criminal cases • Pre-trial process includes in the role of the police, the Crown Prosecution Service, bail and categories of offences • Stages of a criminal trial • Sentencing of offenders	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore the features of criminal law

A1 Distinction between civil and criminal law

- Criminal law:
  - key features of criminal law, e.g. offences against society, cases brought by the Crown Prosecution Service on behalf of the state, involvement of the police, focus is on punishment on the offenders
  - types of crime, e.g. assault, battery, theft, murder, robbery.
- Civil law:
  - key features of civil law, e.g. focus on compensation rather than punishment, actions taken between individuals or companies
  - types of civil laws, e.g. torts such as negligence, contract law, employment law, family law
  - meaning and explanation of burden and standard of proof in civil cases.

A2 Law making procedure in Parliament

- Importance of Acts of Parliament (also known as statutes) in creating the criminal law, such as definitions of criminal laws, with examples.
- Supremacy of Parliament, including that Acts of Parliament take precedence over law made by other bodies, such as judges.
- Pre-legislative stages:
  - green and white papers
  - different types of bills.
- Stages of making an Act of Parliament and what happens at each stage:
  - first reading
  - second reading
  - committee stage
  - report stage
  - third reading
  - other House
  - Royal Assent
  - commencement of an Act of Parliament.

A3 Law made by judges

- How laws are made by the courts using the doctrine of precedent, including the importance of accurate reporting of cases so that precedent can work.
- How precedent applies to future cases and the options open to the courts when deciding a case, e.g. following the precedent, overruling it, reversing it or distinguishing the precedent.

Learning aim B: Investigate the structure and roles of the legal system

B1 Structure and role of the criminal courts

- The criminal court structure including, role, function and jurisdiction of:
  - Magistrates court
  - Crown Court
  - Queen's Bench Division of the High Court
  - Criminal Division of the Court of Appeal
  - Supreme Court.
- Appeals:
  - appeals routes from the Magistrates Court from both the prosecution and defence, grounds for appeal
  - appeal routes from the Crown Court from both the prosecution and defence, grounds for appeal.

B2 Legal personnel involved in a criminal case

- Legal profession including role in criminal cases:
  - Barristers
  - Solicitors
  - Legal Executives.
- The Judiciary:
- different levels of judges, e.g. recorders, district judges, circuit judges, High Court judges, Court of Appeal judges, Supreme Court Judges.
- role of judges in a criminal trial.
- Lay people:
  - lay magistrates – role and powers in criminal cases, e.g. power to grant arrest and search warrants, decide on bail, sentencing powers, sending to crown court for sentencing
  - juries – role and powers or juries in criminal cases, e.g. dealing only with serious cases in the crown court, listening to evidence, retiring to a secret room to consider the verdict, deliver the verdict of guilty or not guilty.

Learning aim C: Examine the procedure and outcomes of a criminal trial

C1 Pre-trial process

- Role of the police in investigating a crime and the procedures followed:
  - stop and search
  - arrest
  - detention and interviews.
- Role of the Crown Prosecution Service in charging an offence after it has been investigation by the police, e.g. both the evidential and public interest test must be satisfied.
- Basic overview of bail and how it is used both by the police and the courts:
  - presumption in favour of bail
  - bail from the police station
  - bail granted by the courts
  - conditional and unconditional bail
  - restrictions on granting bail
  - appeals against bail.

- Categories of offences and their pre-trial procedures:
  - o summary offences e.g. least serious offences heard in the magistrates courts, first hearings in the magistrate court including Early Administrative Hearings, entering of the plea and consequences of pleading either guilty or not guilty
  - o either way offences e.g. mid-ranging offences, heard in either the magistrates or crown courts, entering of the plea and consequences of pleading either guilty or not guilty, mode of trial hearings to determine which court the trial will be heard in where defendant has pleaded not guilty
  - o indictable e.g. most serious offences, heard in the crown court only, preliminary matters such as bail and legal aid determined by magistrates, sending for trial at the crown court, entering of the plea and consequences of pleading either guilty or not guilty.

C2 Stages in a criminal trial

- Role of both the prosecution and defence in a criminal trial.
- Rules relating to witnesses e.g., competence and compellability, children as witnesses, rules relating to spouses and civil partners, hearsay rules.
- Procedure for giving evidence, e.g. oaths and affirmations, examination in chief, cross-examination, re-examination.

C3 Outcomes of criminal cases

- Outcome of a not guilty verdict.
- Sentencing on a guilty verdict.
- Factors that will affect the sentence an individual will receive, e.g. mitigating and aggravating factors, sentencing guidelines.
- Types of sentence e.g. custodial, suspended sentences, community orders, fines, discharges.

Transferable skills

Communication

- Producing reports that clearly analyse and apply information presented in scenarios.

Preparing for work

- Developing teamwork skills, working together to solve legal problems, knowledge of some aspects of the legal system to apply in the workplace.

Developing practical and technical skills

- Developing skills of application, selecting the most appropriate legal rule to apply to a given situation.

Managing information

- Using the various legal rules and determining the most appropriate that would apply to the situation, for example determining the most appropriate sentence for an offender.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the features of criminal law		
A.P1 Outline the key features of civil and criminal law and their differences. **A.P2** Describe how statutes and case law are made.	**A.M1** Explain the differences between civil and criminal law, as well as the differences between statute law and case law.	**A.D1** Evaluate the impact of statute law and case law on the development of the criminal law.
Learning aim B: Investigate the structure and roles of the legal system		
B.P3 Outline the structure and role of the criminal courts. **B.P4** Outline the roles of the legal personnel involved in a given criminal trial.	**B.M2** Explain the role of the criminal courts and legal personnel involved in a given trial.	**BC.D2** Evaluate the role of the crown prosecution service and defence on the outcomes of a criminal case.
Learning aim C: Examine the procedures and outcomes of a criminal trial		
C.P5 Outline the stages in a criminal trial, including the role of the Crown Prosecution Service and the defence in presenting a case. **C.P6** Research the outcomes of a criminal trial.	**C.M3** Analyse the pre-trial and trial process and the role of the crown prosecution service and defence in determining the outcomes of a criminal case.	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will: clearly and comprehensively explain how both statute and case law developed criminal law. They use accurate and appropriate examples of where both of these sources have defined and clarified key elements of the criminal law. Learners could, for example, include reference to Acts of Parliament which have sought to update specific areas of the law to provide clearer definitions for specific offences so that the courts can apply these more easily. In terms of case law, learners could explain that the law of murder was created by judges and still exists today. Learners will draw on their comparison of the distinction between statute and case law to fully examine the advantages of both in the development of the criminal law. Learners discuss the limitations of the Parliamentary law-making process and how these impacts on the development of the law. This could include, for example referring to issues such as the fact that judicial precedent can be very rigid. In their evaluation, learners will accurately make reference to appropriate case law and statute law examples to support their answers.

For merit standard, learners will: explain the differences between civil and criminal law by drawing on their description of both areas of law and identifying the similarities and differences between them. Similarities identified could include that the outcome of both are legally binding, whereas differences will refer to the courts the cases are heard in, the terminology used, the parties involved and the eventual outcome of civil and criminal trials. In comparing and contrasting statute and case law, learners will include in their explanation, the process for creating both sources of law is different and refer to the fact that statute law will always take priority over judge made law. Learners will make reference to some examples, either in the form of case law or Acts of Parliament.

For pass standard, learners will: summarise the key features of both civil and criminal law and their differences, making reference, for example, to the parties involved, the courts used, the outcome and burden and standard of proof. Learners will make at least one reference each, to cases that are covered in both civil and criminal law, while outlining appropriate real-life examples to illustrate each type of law. Learners will be able to describe outline how both Acts of Parliament and case law are made. In exploring Acts of Parliament, it may be useful for learners to trace the process of a recent Act of Parliament from bill through to commencement. For case law, learners will be able to state how precedent is made, as well as the significance of the court system and an accurate system of law reporting is to allow judgments to be taken.

Learning aims B and C

For distinction standard, learners will: evaluate the roles of the different legal personnel in the work undertaken in the various courts by accurately referring to comprehensive information demonstrating individual research on both the courts and of the various personnel involved in a criminal trial. Learners will draw on their comparison of the role and functions of the various criminal courts and legal personnel to reach a conclusion on their effectiveness. Learners will fully consider the purpose of using different courts depending on the category of offence and whether the case is on trial or on appeal using real examples. Learners will fully explain whether using lay people as opposed to legal personnel is beneficial for the criminal justice system. Within the evaluation there will be a clear, comprehensive link between the law and the facts of the given situation. Learners work will be supported by case law and statute law examples to justify their conclusions.

Learners will give a detailed explanation about the penalties that are imposed in three given scenarios and whether these are sufficient in preventing an individual and society from committing crime. This may include real references about the extent to which individuals who are given certain penalties are more likely to reoffend to support their answer.

For merit standard, learners will: analyse the role of the criminal courts and legal personnel by providing evidence of clear application to the facts of the three case studies to compare and contrast the roles of both the courts and legal personnel involved. Learners explain most of the roles of the various legal personnel and courts from the pass criteria, by identifying the similarities and differences in how they will be involved in each of the criminal case studies presented to them. For example, learners will identify that the magistrate courts will only deal with the least serious cases from start to finish and preliminary matters for the more serious trials, whereas the crown court deals with the more serious offences from start to finish. Learners may also comment that barristers are not generally used for the low-level offences heard in the magistrate's courts.

Learners will analyse the criminal trial process by comparing how pre-trial and trial processes in summary and indictable offences, applies to the case studies using examples to support their answers. Learners will give reasons for the appropriate penalty that will be imposed on the individual in the case studies were they to be found guilty.

For pass standard, learners will: provide an outline of the roles of the various criminal courts and legal personnel used in a criminal case. They outline the work of courts and may be support their answers with some reference to appropriate and relevant real-life examples.

Learners will outline both the pre-trial and trial processes, including the role of the police in detecting crime and the Crown Prosecution Service in charging an individual. They summarise the stages in the process throughout a trial, up to conviction. Learners will summarise the penalties that can be imposed as a result of a guilty verdict, including the factors that are considered in imposing a sentence, with some appropriate examples. Where relevant, learners will refer to some case law and Acts of Parliament to support their answers.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario – Learning aim A

Your Tutor has been informed that the Citizens Advice Bureau are conducting a campaign to raise citizens awareness of how laws are made within this country and the distinction between civil and criminal law. The Citizens Advice Bureau have asked your Tutor if learners can prepare an information booklet that will be available on their website to support this campaign. You are to prepare an information booklet for their campaign and your Tutor will forward them to the Citizens Advice Bureau.

You should refer to a range of real-life examples within your information booklet to help enhance citizens understanding of the criminal law and how it is made.

Suggested scenario – Learning aims B and C

Your Tutor was impressed with your information leaflet for Citizens Advice Bureau campaign and would like you to practice how to advise clients by taking part in a role Play activity.

They have provided you with three case studies that involve people experiencing legal issues. You have been asked to produce a report in readiness for the role play that assesses the role of the different legal personnel in the work undertaken in the various courts and the effectiveness of the criminal trial process and its outcomes.

Scenario 1

Charlie, 32 was stopped and searched by the police for a suspected assault at a football match. He has previous convictions for similar offences, all of which were community orders. He has not decided how he will plead.

Scenario 2

Bailey, 50, has been arrested by the police in connection with a theft from a supermarket. Theft is an either way offence. She has stated that she will be pleading not guilty. This is Rita's first offence; however, she has shown no remorse for the offence.

Scenario 3

Avery, 40, is being detained by the police as they are suspected of murder. They were held by the police for 96 hours in total. They have said that they will be pleading not guilty to the offence.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Provide learners with an introduction to what law is and why laws exist within society. Learners could be encouraged to explore why laws exist and identify the types of law that exist.

Suggested time: about 4 hours.

Activity: Learning outcome A

Exploration of the differences between civil and criminal law where learners encouraged to research examples in the news of both criminal and civil law. This could lead to a discussion of the differences between civil and criminal law.

Encourage learners to participate in a role play activity of the pre-legislative and stages of an Act of Parliament, where they are required to suggest their own proposals for laws. This could lead to a discussion of the purpose of the various stages involved in the legislative process. Learners could then be asked to research a specific Act of Parliament and explain each of the stages it went through in order to become law.

Learners would benefit from a visit to Parliament to attend a law-making workshop where they can see how a bill eventually becomes a law.

Introduction to the key elements of precedent, providing learners with case law examples where they are asked to identify the legal rule created by the case. A set of scenarios could be provided in which learners are required to examine how the rules of precedent would apply to each of the scenario. Learners could then be provided with an area of criminal law and asked to explain how this has been developed through case law.

Suggested time: about 12 hours.

Activity: "How criminal law has developed"

Assessment could require learners to produce a presentation or a report on how the criminal law has been developed by both statute and case law.

Suggested time: about 6 hours.

Activity: Criminal and Magistrates Courts

This topic would benefit from a visit to the magistrates and crown courts so that learners can witness how the courts operate.

Learner research into the various courts and their role, preparing a presentation for their peers.

Learners could research into real life cases that have gone into appeal the trial decision so that they are able to explain and analyse the appeals process.

Learners would benefit from being provided with case studies requiring them to determine how the criminal courts and appeal routes would apply to the given situations.

Learners would also benefit from guest speakers in the form of solicitors, barristers, legal executives, and judges to explain their role in a criminal case.

Learners could be presented with a list of scenarios in which they are asked to explain the role the legal professional would have in each situation to prepare them for assessment.

Suggested time: about 14 hours.

Activity: Magistrates and Crown courts

As with learning aim B, this learning outcome would benefit from a trip to both the magistrates and crown courts so that learners are able to witness both the pre-trial and trial process in action and examine each of the relevant stages, including the sentencing process.

Learners could be encouraged to participated in a role-play activity in which they explore the powers of the police in detecting crime and the various rules they must follow to safeguard a suspect's rights.

Learners could be encouraged to research the Crown Prosecution Service and how they make the decision to charge a suspect. They could investigate cases where the decision has been made not to prosecute and explore the reasons why.

Through group work, learners could explore the concept of bail and be asked to apply bail decisions to a set of scenarios.

Whole class role play activities on the stages of a criminal trial, including sentencing would enhance learner understanding of the key elements of this learning outcome.

Suggested time: about 16 hours.

Activity: The criminal trial process and personnel involved

Assessment of both of these learning aims would benefit from providing learners with a set of scenarios in which they are to apply the relevant pre-trial and trial processes to a set of facts.

Suggested time: about 8 hours.

Essential resources

There are no special resources for this unit, however learners will benefit from access to appropriate legal textbooks and internet access to primary sources of legislation and case law so that they may conduct research into law making and the legal system.

Learners will benefit from seeing law in action where possible, for example by organising trips to the local magistrates and Crown courts so that they may witness the criminal trial process for themselves. This will enable them to understand in greater depth the role of the various courts and legal personnel and how these work in practice. Additionally, it will provide learners with the opportunity discuss the case an explore any points of particular interest.

Links to other units

This unit has strong links to:
- Unit 1: Public Service Skills and Support for the Community
- Unit 8: Crime and its Effects on Society.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers such as solicitors, barristers, judges, magistrates, police officers
- court visits so that learners can witness the trial process in action.

Unit 8: Crime and its Effects on Society

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will explore the effects of crime on society, communities and individuals, examining the methods that are used to measure and tackle crime and reduce criminal behaviour.

Unit introduction

Crime and criminal behaviour have far reaching consequences on both society as a whole and on individuals. The public services play a vital role in how society deals with crime and how it affects society. In this unit, you will explore the types of groups that are likely to become victims of crime and examine the consequences of crime, both on these individuals and society in general, in terms of fear of crime and the financial implications of crime. You will also have the opportunity to consider the range of support that the public services offer to those who have been victims and witnesses of crime and criminal behaviour.

In this unit you will also investigate the various methods used to report and record crime and how these seek to explain the extent of crime that exists within society. You will also explore how the public services use statistics in tackling crime and criminal behaviour. You will also look at the role of the public services in reducing crime, exploring the options available to the public services in effectively managing offenders.

The unit content has a vocational emphasis, examining the role of the public services in supporting victims of crime and tackling crime and criminal behaviour. As such, this unit provides you with a basis for further study in criminology, public services, and other related courses. You will develop transferable skills such as communication, research, application skills in determining the most appropriate crime reduction method, as well as teamworking skills, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Examine the impact of crime and criminal behaviour on society

B Explore approaches used to reduce and tackle crime and criminal behaviour.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Examine the impact of crime and criminal behaviour on society	**A1** Victims of crime **A2** Impact of crime on individuals, communities and society	An article that: • evaluates the impact of crime in the context of two case studies • explains the factors that contribute to individuals being more vulnerable to experiencing crime • evaluates the effectiveness of the support that would be offered to the victims of the crimes referred to in the case studies.
B Explore approaches used to reduce and tackle crime and criminal behaviour	**B1** Crime reduction and crime prevention initiatives **B2** Managing offenders	A report that: • evaluates the effectiveness of the crime reduction methods in the context of two given case studies • evaluates the effectiveness of the strategies used to manage offenders.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Article preparation • Report writing	• Victimology – the factors that make individuals more vulnerable to crime and the support offered • Impact of crime – immediate and long term on the individual and society • Crime prevention strategies – social and community crime prevention/ environmental crime prevention/situational crime prevention • Management of offenders by the public services	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Examine the impact of crime and criminal behaviour on society

A1 Victims of crime

- Types of victims, e.g. businesses, communities, minority groups, vulnerable members of the community, individuals.
- Factors that make individuals more vulnerable to experiencing crime e.g. age, gender, ethnicity, culture, socio-economic status, and social networks.
- Support offered by public services to victims of crime, e.g. Victim support, Victim contact scheme, Criminal Injuries Compensation Authority, Rape Crisis, probation service, police, Crown Prosecution Service, Refuge, Women's Aid, Shelter.

A2 Impact of crime on individuals, communities, and society

- Impact of crime on victims and society:
  o factors that influence who is more likely to fear of crime, e.g. gender, locality, age, health, previous victimisation, fear of crime impacting on the quality of life of the victim due to fear of repeat victimisation
  o perception of crime, e.g. media portrayals of crime and criminal behaviour of certain groups on the basis of gender, age, locality, social class, ethnicity that perceive these groups to be more likely to commit crimes
  o financial impact of crime on victims, e.g. suffering financial loss through loss of property: higher insurance premiums; inability to work
  o impact on the victim in terms of stress, mental health and possible social isolation.
- Impact of crime on the public services and society:
  o the cost of supporting victims, e.g. support during the trial, output loss when victims are unable to work as a result of crime, agencies involved in supporting a victim of crime, e.g. Victim Information Service, Victim Contact Scheme, restorative justice schemes, HM Prison and Probation Services Victims Helpline
  o medical support
  o the cost of providing criminal justice services
  o the need to repair and renovate damage
  o social impact on society, e.g. decline in social conditions in high crime areas leading to further criminal activity.

Learning aim B: Explore approaches used to reduce and tackle crime and criminal behaviour

B1 Crime prevention and reduction strategies

- Crime prevention and reduction strategies used by the public services:
  o social and community crime prevention – focusing on the offender and their social context, focusing on groups and taking actions to limit offending, using educational programmes and economic investment in poorer communities
  o environmental crime prevention – formal and informal social control measures to prevent anti-social behaviour and prevent an area from deteriorating, e.g. zero tolerance policing, Civil Injunctions and Criminal Behaviour Orders, curfews, street drinking bans, environmental improvement strategies
  o situational crime prevention – make crime less appealing and reduce opportunities for criminal behaviour, e.g. CCTV, security guards, traffic enforcement, shutters.
- Multi-agency approaches to crime prevention, e.g. sharing information with other bodies, multi-agency responses and mechanisms such as Community Safety Partnerships, Neighbourhood Watch schemes, multi-agency delivery of criminal justice services.

B2 Managing offenders

- Crown Prosecution Service management of offenders:
  - issuing cautions, either simple or conditional
  - issuing a Penalty Notice for Disorder
  - charging individuals with an offence where the evidential and public interest tests are met.
- Management of young offenders:
  - Youth Justice Board – overseeing the youth justice system and forming an expert view of how to get the best outcomes for children who offend, promoting the voice of the child, identifying and sharing best practice when working with young offenders
  - Youth Offending Teams – work with young people when they get into trouble with the law, managing young offenders when they have been arrested and charged and following conviction, devising strategies to prevent young people from committing crimes, e.g. crime prevention programmes
  - youth sentences – Young Offenders Institutions, detention and training orders, detention at Her Majesty's Pleasure, Youth Rehabilitation Orders, referral orders, discharges, fines
  - Parenting orders issued by the Magistrates courts.
- Managing of adult offenders who have been convicted
  - types of sentences – custodial sentences, community orders, discharges, fines
  - HM Prison and Probation Service – role of the Prison Service in ensuring that those sentenced to custody in prison lead law-abiding lives both while they are in prison and when they are released, role of Offender Management Units in prisons, role of the Probation Service in supervising high and medium risk offenders in the community and in custody in order to prevent reoffending.

Transferable skills

Communication

- Producing reports that clearly analyse and apply information presented in scenarios.

Preparing for work

- Developing teamwork skills, working together to solve problems relating to the most appropriate methods to prevent and reduce crime.

Developing practical and technical skills

- Developing skills of application, for example by selecting the most appropriate method for reducing crime and criminal behaviour in given situations.

Managing information

- Considering the various sources of support for victims of crime and suggesting which is the most appropriate for the individuals in the given situations.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Examine the impact of crime and criminal behaviour on society		
A.P1 Outline the factors that contribute to an individual becoming a victim of crime and support available to them.	**A.M1** Analyse the support available and the impacts of crime and criminal behaviour in given case studies.	**A.D1** Evaluate the impacts of crime on society and the effectiveness of support provided to victims of crime in given case studies.
A.P2 Outline the impacts of crime and criminal behaviour on society.		
Learning aim B: Explore approaches used to reduce and tackle crime and criminal behaviour		
B.P3 List the crime prevention and reduction strategies used by the public services.	**B.M2** Analyse the strategies used to prevent and reduce crime and way that the legal system manages offenders in given case studies.	**B.D2** Evaluate the effectiveness of the strategies used to prevent and reduce crime and the way that the legal system manages offenders in given case studies.
B.P4 Outline the different ways that the legal system manages offenders.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will: evaluate the impact that the crimes referred to in two given case studies by considered the extent to which the criminal behaviour referred to would affect the individuals mentioned, making clear links to the facts of the case study. Learners will consider the various ways that crime may impact an individual and society, as well as exploring why crime has this impact on individuals and society in general. Learners will make a judgment on the effectiveness of the various support mechanisms that victims of crime receive, clearly identifying what would be the most effective method for the victims referred to in the case studies. They will make reference to appropriate examples and display evidence of individual research to support their analysis.

For merit standard, learners will: analyse the factors that contribute to an individual becoming a victim of crime by applying how the factors presented in two given case studies have led those individuals to becoming victims of crime. Learners will then explore what support mechanisms the victims in the case study are likely to receive, with reference to examples of where victims of similar crimes have accessed that type of support. Clear reference will be made to the facts of the case studies, with learners making links with the specific impact that crime would have to those individuals referred to.

For pass standard, learners will: provide an outline on which groups who are more likely to become a victim of crime. They identify features that make these groups more vulnerable to being victims. Learners make reference to some appropriate real-life examples to support their explanation, either recent or historic. They outline the support available to victims of crime, linked to specific crimes. When summarising the impact that crime would have, learners will refer to some different types of crime and briefly outline the consequences that these will have, both for individuals and society as a whole e.g. fear of crime itself and the financial impact of crime, and possible other impacts. This should be supported with reference to appropriate examples that demonstrate individual research into the issues.

Learning aim B

For distinction standard, learners will: evaluate the effectiveness of the strategies referred to in two case studies relating to the methods of reducing crime and criminal behaviour. They make clear linkages between the facts of the two given scenarios and the strategies used. They draw on their comparison between the strategies they have discussed and commenting on which would be the most appropriate and effective strategy for preventing crime. Learners will refer to appropriate examples where each of these strategies have either been effective or ineffective, and they may refer to crime statistics from areas that have employed similar strategies to support their evaluation. While discussing management of offenders, learners will make clear reference to the facts of the given case studies and discuss which strategies they feel are the most or the least effective in tackling future offences.

For merit standard, learners will: analyse the strategies used to prevent and reduce crime by applying the strategies used in two given case studies and comparing how the various strategies would reduce the criminal behaviour referred to in the case studies. For example, in one case study social and community crime prevention could have been the focus of the crime prevention strategy, whereas in another case study situational crime prevention could have been the strategy, with CCTV being used to combat criminal behaviour. Learners will compare and contrast the focus of these strategies as crime prevention methods. Learners then go on to consider what would be the most appropriate methods of managing the offenders in the case studies. This could include discussing youth sentences and the role of the youth offending team where the offender is a youth or considering how the probation service would ensure that high and medium risk adult offenders do not commit further crimes. In addition to applying the strategies, learners will include examples of these strategies in practice.

For pass standard, learners will: outline at least two different crime reduction and control strategies that are used by the public services, detailing the key features of each and providing relevant examples of these strategies being used in practice. Learners will clearly show in their outline their understanding of how the various public services work together to reduce crime in the community, referring to instances where services have worked together. When outlining management of offenders, learners will refer to some methods, including those used by the Crown Prosecution Service, those used for young offenders and those used for adult offenders, supported by appropriate examples.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario – Learning Aim A

You are completing work experience with the Youth Justice Board. They are launching a campaign to raise awareness of the impact of crime on society and the range of support available to victims of crime.

They would like you to be involved in producing an article for their website that evaluates the impact of crime on society and the effectiveness of support provided to victims of crime. You have been provided with two case studies that you should refer to in your article to help enhance the understanding of individuals on the impact of crime.

Case study 1

Annie, 25, lives on her own in a quiet residential area. Over the past few months she has been targeted several times by a gang of youths who keep vandalising her property. They have smashed her front windows, painted graffiti on her house and slashed the tyres of her car. Annie is worried as she cannot afford to repair the damage to her property. Her neighbours have commented that her house looks so bad that people will not want to move into the area.

Case study 2

Morgan 52 lives with his family in a very poor area. Last week when he was on his way home from work one evening, he was violently assaulted. He was left unable to work for months and now is too scared to leave his house.

Suggested scenario – Learning Aim B

You are continuing with your work experience at the Youth Justice Board. Impressed with your work on the impact of crime, they are looking to at how effective current approaches to reduce and tackle crime and criminal behaviour are.

They would like you to produce a report that evaluates the effectiveness of the strategies used to prevent crime and manage offenders in the context of two recent case studies.

Case Study 1

Devlin and Curtis, both 16, have recently been arrested by the police after a recent crime spree in which they were stealing mopeds and bicycles from the carparks of supermarkets in the area of Cranway. Their crime spree lasted 6 months and they were able to steal around 10 bicycles and 3 mopeds. , Because this these crimes many businesses started installing CCTV cameras in their carparks and increased the number of security guards and this enabled the suspects to be caught. When they were arrested it was found that both has previous offences for similar thefts.

Case Study 2

The village of Hawlock has started to experience an increasing amount of criminal behaviour. Recently, there has been an increase in the number of people drinking in the street and then vandalising shop fronts. Because of this the council have decided to impose a drinking ban and have authorised the police to arrest anyone seen drinking in the street.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Provide learners with an introduction to the concept of crime and the different types of crime that exist within the UK, requiring learners to consider a wide range of behaviours and why they are classed as criminal.

Suggested time: about 2 hours.

Activity: Group/individual vulnerability to becoming a victim of crime

Exploration of the different factors that make an individual more vulnerable to experiencing crime.

Research activity on the various organisations that a victim of crime is able to get support from.

Learner activity on the impact of crime, researching statistics on the cost of crime to the community and the impact that the media can have on perception of crime. Learners could be encouraged to look at crime statistics in their local areas and the different types of crimes that are reported.

Guest speakers from victim support agencies could enhance delivery.

Suggested time: about 8 hours.

Activity: The Impact of Crime on Society

Tutor could ask learners to produce an article or a leaflet that evaluates the effectiveness of the support offered to victims and the impact of crime on society. They could be provided with at least two case studies to base their evaluation on.

Suggested time: about 6 hours.

Activity: Crime prevention

Learners could benefit from guest speakers from various public services involved in crime prevention and reduction, this could include guest speakers from the local council and what strategies they have used.

Learner research on the various methods of crime prevention – this could include the methods of crime prevention that they know are used in their area.

Learner activity where learners are provided with a variety of offenders and asked to consider the methods, they would use to prevent future criminal behaviour. This could then lead into a debate about the effectiveness of the various forms of sentencing available for adults and youths.

Suggested time: about 8 hours.

Activity: Crime prevention, reduction and management of offenders

The Tutor could ask learners to produce a leaflet or a report in which they evaluate the methods used by the public services to prevent crime and manage offenders. They could be provided with at least two case studies to base their evaluation on.

Suggested time: about 6 hours.

Essential resources

No special resources required in the delivery of this unit. Learners should be encouraged to research real-life examples of the issues covered in this unit and should be provide with a range of case studies to prepare for assessment.

Links to other units

This unit has strong links to:
- Unit 1: Public Service Skills and Support for the Community
- Unit 7: Aspects of Law and the Public Services
- Unit 12: Security Procedures in the Public Services
- Unit 14: Cybercrime and Security.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers from the public services and victim and witness support groups to enhance their understanding of the material being covered.

Unit 9: Community and Cultural Awareness

Level: **2**
Unit type: **Optional**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will develop a cultural understanding of the diverse communities served by the public services, including religion, generation, and nationality.

Unit introduction

Every one of us belongs to, and identifies with, a variety of different cultures. Understanding cultural differences plays a key part in public service employment. For workers to communicate and accomplish goals together in the public services, they need to understand and adapt to each other's cultures. Providing services within the community also means being aware of, and understanding how to, support diversity within those communities.

In this unit you will explore the multi-cultural values of the UK. You will be introduced to definitions of citizenship, diversity, and human rights, and will investigate how this impact on public service delivery. This will allow you to understand the wider meaning of the term cultural awareness, and to become more aware of your own culture. Using examples, you will be able to think about the cultural differences faced by the public services in working together with their communities, and how they overcome them.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research and cultural awareness and diversity, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Explore the concepts of citizenship, diversity and human rights

B Investigate the role of public services in promoting cultural awareness.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the concepts of citizenship, diversity and human rights	**A1** Citizenship, diversity, and human rights **A2** The role of a good citizen	Posters – to explain the key concepts of citizenship, diversity, and human rights, and to explain the qualities of good citizens. Report – to analyse the role of citizens and evaluate them working together with the public services.
B Investigate the role of public services in promoting cultural awareness	**B1** Culture in a diverse society **B2** Promoting cultural awareness	Presentation – to outline the impact of cultural diversity and research methods used by two public services to promote cultural awareness. Report – to analyse and evaluate the methods used by two public services to promote cultural awareness.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Independent research • Empathy, awareness and understanding of others	• Legislation used to address citizenship, diversity, and human rights • Cultural awareness • Role of public services in promotion of good citizenship	• Communication • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Examples have been included to support delivery, however these may be substituted for locally relevant examples.

Learning aim A: Explore the concepts of citizenship, diversity and human rights

A1 Citizenship, diversity and human rights

- The meaning of citizen and citizenship in the context of the public services, as a member of a geographical area or political community:
  - becoming a citizen, through birth, family and residence
  - role of a citizen e.g. paying taxes, voting, working, supporting the community, through membership of organisations.
- Definition of diversity, e.g. ethnicity, religion, gender, age, disability, composition of local and national communities.
- Human rights:
  - rights of public service users or customers, employers and employees
  - current human rights and equality legislation
  - understanding the rights and responsibilities of individuals as citizens.
- The role of the public services and citizens in promoting the concepts through fairness, respect, discipline and empathy.

A2 The role of a good citizen

- Understanding the social and moral responsibilities of citizens:
  - being a good neighbour
  - qualities needed to be a good citizen e.g. honesty, respect, responsibility, tolerance.
- Supporting the community and the public services e.g. St John's Ambulance, police/fire and rescue service cadets, neighbourhood watch, charity work, special constabulary, magistrates, recycling waste.
- Benefits of good citizenship e.g. adding value to society, protecting the environment, challenging injustice, having a positive effect on the community and on individuals, being able to improve the community, challenges of good citizenship e.g. time constraints, finding suitable activities, managing work-life balance, facing challenging situations.

Learning aim B: Investigate the role of public services in promoting cultural awareness

B1 Culture in a diverse society

- Community definition e.g. a collection of people in a geographical area or who share a common interest, belief or heritage, a sense of belonging.
- Types of communities, including: religious, cultural, social habits, small communities, world-wide communities, communities within the public services, the need for community spirit.
- Culture definition e.g. a set of beliefs and guidelines that set standards of behaviour, cultures are influenced by different nationalities, backgrounds, experiences, environments, behaviours, changing culture over time.
- Link between culture and diversity in society, varied cultural and multi-ethnic nature of today's society, cultural enrichment through cultural influence, impact of customs and traditions.

B2 Promoting cultural awareness

- Barriers to effective cultural integration within communities e.g. poverty, crime, drugs, health, poor housing, poor education, mental health.

- The role of the public services in promoting cultural awareness, e.g. importance in building tolerance and understanding in society, being more aware of the way people live within a society enables understanding of the problems they face, having empathy in order to be effective and to gain public confidence, offering appropriate opportunities to all communities, associations for minority groups within the public services, recruitment aims.

- Methods of promoting cultural awareness e.g. events, posters, leaflets, fair treatment of staff, policies and procedures, creation of an all-inclusive culture.

- Use of public service provision to support cultural awareness and collaboration e.g. education, health, religious and voluntary community groups.

Transferable skills

Preparing for work

- Understanding the need to respect diversity in the workforce.

Developing practical and technical skills

- Demonstrating an ability to use ICT in order to produce professional documents.

Managing information

- Using information from a variety of sources to understand the impact of citizenship, diversity and human rights on the work of the public services.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the concepts of citizenship, diversity and human rights		
A.P1 Outline the key concepts of citizenship, diversity and human rights and their meanings. **A.P2** Describe the qualities of a good citizen.	**A.M1** Analyse how citizens can promote the values of citizenship, diversity, and human rights.	**A.D1** Evaluate the role of citizens in working together with the public services to promote the values of citizenship, diversity and human rights.
Learning aim B: Investigate the role of public services in promoting cultural awareness		
B.P3 Outline the impact of cultural diversity on the community. **B.P4** Describe the methods used by contrasting public services to promote cultural awareness in the community.	**B.M3** Analyse the methods used by contrasting public services to promote cultural awareness in the community.	**B.D2** Evaluate the effectiveness of methods used by contrasting public services to promote cultural awareness in the community.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw together evidence produced to evaluate the role played by citizens. The evaluation will consider the examples of activities undertaken, and the rights and responsibilities given to citizens, concluding with a justified evaluation of their impact on the values of citizenship, diversity, and human rights. Learners use appropriate examples that take into account situations where public services and citizens work together.

For merit standard, learners will use examples of activities undertaken by citizens, with reference to at least two public services. They will provide examples which allow them to draw on how the activities support and promote the values of the three key concepts of citizenship, diversity, and human rights.

For pass standard, learners outline the three key concepts of citizenship, diversity, and human rights in the context of their impact on the public services. This will be supported by examples from selected public services. For citizenship, learners will outline the rights and responsibilities placed upon individual citizens. To define diversity, learners will use at least two examples. For human rights, learners will use the current legislation to give examples of rights and responsibilities given to individuals. Learners will also show an understanding of what makes a good citizen by outlining the qualities required. They will also outline the benefits to the public services and the community of having good citizens.

Learning aim B

For distinction standard, learners will evaluate how effective a range of methods used by at least two public services are in achieving their aim of promoting cultural awareness. This may be achieved by consideration of the positive and negative impacts of cultural diversity, reaching a balanced conclusion of their overall effectiveness.

For merit standard, having researched a range of public services, learners will have considered the methods used by at least two. Learners will go on to consider why different methods have been used, considering the benefits and drawbacks in preparation for evaluation of these methods for the distinction.

For pass standard, learners will produce an outline that considers the positive and negative impact of cultural diversity within the community. This may begin with an outline of the meanings of community and culture and their link to diversity. This could be done as a poster. Learners will also provide evidence of research that shows the methods used by two contrasting public service groups (emergency, armed or non-uniform) to promote cultural awareness. They may choose to do this as a presentation.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning A and B

You are volunteering at your local community resource centre as an office assistant. Your supervisor has told you that following rapid growth in industry in the region over the last fifty years, many people have moved into the area from other communities. This has had an impact on the local community, and they want to help rebuild a community spirit so that everyone in the local area will feel a part of that community, and proud to support it.

You are currently developing promotional materials to improve community cohesion in the local area, and you have been asked to produce some items for displays. The focus of these displays will be on raising community and cultural awareness to support the goal of improving community spirit.

You need to include the following into your promotional materials:

- The key concepts
- What makes a good citizen?
- How a citizen can get involved with the public services and its impact
- How the public service promotes cultural and public awareness.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit – Identity

Using a map and news stories, learners work in groups to discuss current worldwide issues and locate them on the map. Discussion could include consideration of the relevance of the issues in their own lives and the impact it might have in their own communities. Learners should begin to understand citizenship on a global scale and appreciate the impact it has – both good and bad.

Learners will then consider their own identity – how do they identify themselves? e.g. language, food, dialect, accent, beliefs, clothing, aspirations, politics, religion. Encourage the learners to identify things that they have in common, and to discuss how this helps them overcome their differences. Introduce the principle of Human Rights and discuss the fact that they supersede national and international identities and apply to everyone regardless of how they identify themselves.

Allow learners to reflect on the topics covered by selecting a global issue and creating a mood board or display answering three questions. What is the issue? How can we help? What are the local and national solutions?

Suggested time: about 4 hours.

Activity: Citizenship

Open the activity with the statement "volunteering makes you a good citizen" and ask learners to produce a mind map of arguments in groups. This may include an opportunity to research various volunteering options in the local area and reflect on the variety of opportunities available to suit the needs and abilities of different volunteers. Learners could feedback their ideas as part of a class debate. Learners will make the link between citizenship and volunteering and could also begin to realise that there are advantages and disadvantages to different opportunities.

Learners could then work in groups on a given public service to produce a presentation that illustrates how that public service is supported by volunteers. They will consider the work carried out by volunteers, how it supports the public service in achieving their aims, and ultimately how it promotes the values of citizenship, diversity and human rights.

Suggested time: about 4 hours.

Activity: Diversity

Start by discussing the meaning of the term's diversity and multiculturalism. Ask the learners to consider the ways in which the demographics of the UK have changed in the last century, and to suggest why. Learners should identify that the UK is a multicultural nation and may draw on factors such as developments in technology and global mobilisation, including historic events that have influenced this. Mind map the positive aspects of living in a multicultural society. The poem 'The British' by Benjamin Zephaniah could be used as a starting point for discussion.

Ask learners in groups to research a worldwide event that has been affected by a change in diversity. These could include, for example, the ban of face veils in France or the work of Martin Luther King Jr in America. Their findings can be presented to the class. To reflect on this, ask learners how the UK has responded to changing patterns in diversity.

Suggested time: about 6 hours.

Activity: Community and Culture

Ask learners to describe their community. They could create a list of communities that they are a part of. This could include school, family, locality and clubs. Ask learners to discuss in pairs the communities that they are a part of, and to consider why being a part of a community is important. It is likely that *belonging* will feature in answers. From their consideration of communities, they may begin to make the link between community and culture through links to beliefs and values.

Ask learners to produce a definition of the term culture by sharing ideas in a mind map. Ultimately, learners should come to an understanding that culture is based on shared experiences between individuals within communities, and that it in turn influences our behaviour. It can include, for example, tradition, religion, clothing, food, language.

Ask learners to create a collage using a variety of pictures that identify their own cultures. These can be used to create a gallery feature where they can be shared with the class.

As a class, ask learners to identify as many different cultures and subcultures as possible. Selecting three that exist in their community, in groups learners could make a list of the similar and different features of those cultures. The goal is to encourage learners to identify for themselves that, where cultures coexist in a multicultural society, this can lead to a variety of positive contributions. There can also be tensions caused by conflicting interests. Once they have identified this, they should consider what solutions could be offered to resolve conflicts. This will be linked to the work of a variety of public services, both statutory and voluntary, that operate within that local community. They may choose to focus on community cohesion policies. Ask learners to work in groups to come up with a community cohesion policy for their area. They could consider what is already being done and what else they would do to improve community cohesion.

Suggested time: about 6 hours.

Essential resources

For this unit, learners will need access to:

- computer
- software
- internet.

Links to other units

This unit has strong links to:

- Unit 2: Employment in Uniformed Public Services
- Unit 13: Volunteering in Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- support from local public services staff as mentors.

Unit 10: Driving in the Public Services

Level: **2**
Unit type: **Optional**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners will investigate the requirements of pre- and post-test driving, explore traffic offences as well as driver attitude concerning road safety.

Unit introduction

Driving is a big part of the public services; it is important that you have an awareness of the legal requirements to be able to drive on British roads. As the volume of traffic on today's roads increases you need to appreciate some of the common traffic offences and be able to identify driving attitudes.

In this unit, you will cover the legal requirements placed on drivers when learning to drive and, more importantly, upon passing a driving test. In today's high volume of traffic on British roads safety can sometimes be compromised. You will explore some of the common traffic offences which are committed and drivers' attitudes and behaviour towards driving safely.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research, skills and attitude towards driving safely on British roads and understand common traffic offences. This will allow you to build your knowledge towards driving safely on today's roads and putting this towards driving in the public services, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate the requirements of pre- and post-test driving

B Explore common traffic offences and driver attitudes.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the requirements of pre- and post-test driving	**A1** Pre-test driving **A2** Post-test driving	Learners could produce a leaflet to show the following requirements of driving, age, restrictions, types of provisional, how to apply for a licence and how to undertake both their theory and practical tests. Learners need to include how safety organisations have an impact in relation to driving and vehicle safety for road users.
B Explore common traffic offences and driver attitudes	**B1** Offences **B2** Individuals attitude and behaviour	Learners need to produce a presentation evidencing the following from a UK perspective. Knowledge of common offences, such as speeding, dangerous driving, careless driving, using mobile phones, driving through red light, not wearing a seatbelt, alcohol abuse, drug abuse along with how drivers attitude and behaviour has an impact on road safety.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Identifying requirements to drive • Planning and preparing to undertake theory and practical driving tests • Identifying driving offences	• Completing forms and providing information to obtain official documentation • Road safety organisations • Attitude and behaviour can affect safety	• Managing information • Preparing for work • Problem solving and communication • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Investigate the requirements of pre- and post-test driving

A1 Pre-test driving

Learners will develop an understanding of preparing to undertake driving.

- Obtaining a provisional driving licence:
  - complete forms and gather appropriate documentation.
- Investigation into the Driving Standards Agency.
- Purpose and powers.
- Theory preparation such as the Highway code:
  - current publications that are available including online publications.
- Research on driving schools.
- The driving theory test:
  - what is involved
  - where to practice.
- The driving practical test.

A2 Post-test driving

Learners will develop their understanding of driving post test.

- Obtaining a full driving licence.
- Restrictions and conditions.
  - classes of vehicles to drive
  - ages for different class
  - other tests needed to drive different classes.
- RoSPA Advanced Drivers and Riders.
- IAM RoadSmart.

Learning aim B: Explore common traffic offences and driver attitudes

B1 Offences

- Speeding.
- Dangerous driving.
- Careless driving.
- Using mobile phones.
- Driving through red light.
- Not wearing a seatbelt.
- Alcohol abuse.
- Drug abuse.

B2 Individuals attitude and behaviour

- Fitness to drive.
- Health.
- Tiredness.
- Stress.
- Alcohol and drug abuse.
- Lifestyle.

Transferable skills

Managing information

- Interpreting and understanding instructions and guidelines.
- Relating legislation and codes of practice into practical situations.

Preparing for work

- Communicating with others in tasks.
- Planning practical tasks and verbally communicating actions.
- Give reasons for decisions made.
- Undertaking mock theory tests.
- Developing practical skills.
- Demonstrating methods to relay information.

Problem solving and communication

- Working as a team.
- Preparing and developing solutions.

Self-management and development

- Working in a professional environment, time management, reviewing own progress, working under pressure, and working with limited supervision.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the requirements of pre- and post-test driving		
A.P1 List the stages for learning to drive and documentation required.	**A.M1** Explain the responsibilities of individuals regarding driving safely and within the law.	**A.D1** Evaluate the effectiveness of safety organisations in relation to driving.
A.P2 Describe driver responsibilities regarding driving lawfully and safely.		
Learning aim B: Explore common traffic offences and driver attitudes		
B.P3 Outline a range of common traffic offences in the UK.	**B.M2** Analyse how driver attitudes and behaviour contribute to traffic offences.	**B.D2** Evaluate the contribution of driver attitudes and behaviour to traffic offences.
B.P4 Investigate how driver attitudes and behaviour could contribute to traffic offences.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will evaluate the effectiveness of safety organisations comprehensively, by providing a range similarities and differences between at least three road safety organisations. They will clearly identify the type of organisation and the relevance to driving on today's roads. They will make all the relevant connections through their evaluation between the organisations with reference to appropriate activities. Learners will also be able to demonstrate depth and breadth in their understanding of road safety organisations, for example their aims and purpose in keeping roads safe.

For merit standard, learners will explain showing an understanding of the similarities and differences between at least three road safety organisations, identifying the type of organisation and the relevance to driving on today's roads. They will mostly make connections in their explanation between the organisations with reference to appropriate activities they undertake. Learners will demonstrate an appropriate understanding of road safety organisations, for example their aims and purpose in keeping roads safe.

For pass standard, learners will list the differences between at least three road safety organisations, identify some of the types of organisation and the relevance to driving on today's roads. They will list some of the stages of learning to drive and the documentation required. They will outline the responsibilities of individuals regarding driving safely and within the law showing some understanding of the highway code, for example how braking and thinking distances work. Learners will also be able to demonstrate some knowledge and understanding of the relevant motoring laws.

Learning aim B

For distinction standard, learners will evaluate the impact of the attitudes of drivers and how this on their behaviour on the road under certain conditions. They use of four positive or negative examples of these factors to comprehensively explain how each impact on driver behaviour. Their evaluation will be supported by reasoned arguments and examples of the improvements made and/or improvements that could have been made.

For merit standard, learners will explain how the attitudes of drivers impacts their behaviour on the road under certain conditions. They use four positive or negative examples of these factors to clearly show how it impacts on driver behaviour. The explanation will be a detailed description of these factors and possible outcomes of the behaviour. They will support their answer with reasoned arguments and examples of the improvements made and/or improvements that could have been made most of the time.

For pass standard, learners will investigate the meanings for a minimum of four common UK traffic offences. They outline attitudes of drivers and the impacts on their behaviour under certain road conditions. Their explanations may be supported by arguments, but the arguments may not be well thought through. They provide some examples on how to change driver behaviour.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

As driving plays a huge part of today's society and to prepare you for your working life your college tutor has given you relevant information on learning to drive. You have been asked to produce a booklet which can be used as a guide to this process. Your booklet must investigate the stages of learning to drive and documentation that is required. As safety is an important aspect of driving you must explain drivers' responsibilities and the organisations that promote this.

Now that you have investigated the stages of learning to drive, you are to produce a presentation that defines the most common traffic offences and evaluates how driver attitude and behaviour can contribute to these offences. Within the presentation you should discuss these attitudes giving positives and negatives where possible. Your presentation should define a least four common offences and their subsequent fines and there should be an opportunity for question and answers.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion looking at how to obtain a provisional licence, tutors may want to download pdfs of forms or use the gov.uk website driving and transport step by step guide, what they need to consider when arranging driving lessons and all parts of the driving tests, including both the theory and practical elements. Once they have done this, they will need to investigate what the post-driving test implications are. Learners could view example documentation, for example MOT certificates, insurance certificates and how to tax a vehicle.

Suggested time: about 4 hours.

Activity: Safety

Tutor-led looking at road safety, the use of television programmes based around traffic policing, the use of web sites such as You tube hold many examples of un safe driving that has been posted by road users in either a response to selfish drivers or as exhibitionists showing what they are getting away with. This would lead to a good in class discussion on the safety of all road users and what organisations are doing to try and highlight these problems. Visits from Road Safety teams, traffic police officers and firefighters are also useful.

Suggested time: about 2 hours.

Activity: Traffic offences

Tutor guided learner investigation into the common traffic offences There are many television programmes on emergency services that can provide case studies. Visits from Road Safety teams, traffic police officers and firefighters are also useful.

Suggested time: about 3 hours.

Activity: Driving attitudes

Tutor guided learner investigation into driver attitudes and behaviours that contribute to traffic offences. Media clips from many sources are available to emphasize different aspects. Visits from Road Safety teams, traffic police officers and firefighters are also useful.

Suggested time: about 4 hours.

Essential resources

There are no special resources for this unit.

Links to other units

This unit has strong links to:

- Unit 1: Public Service Skills and Support for the Community
- Unit 7: Aspects of Law and Public Services
- Unit 11: Attending Emergency Incidents in the Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers.

Unit 11: Attending Emergency Incidents in Public Services

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will gain an understanding of emergency incidents response, how incidents can be prevented and the relevant legislation.

Unit introduction

You may want to work in a public service and want to find out why responding effectively to fire and emergency incidents is one of the main purposes of the emergency services as well as gain an understanding of the legislation involved. By studying this unit, you can find out more about the roles and cooperation between the emergency services when responding to a fire and emergency incident.

In this unit you will investigate the concept of fire and emergency incidents, their causes, their prevention and how the public services deal with them. The range of types and causes of primary, secondary fire and emergency incidents and explore the prevention measures. You will study roles of and the cooperation between the emergency services in dealing with fire and emergency incidents. The central role of the fire service is highlighted. You will be to find out more about, demonstrate and assess the roles and responsibilities of emergency responders including Fire Fighters, the Police, and the Ambulance Service.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research and the skills needed to respond to and help avoid emergency situations, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate fire and emergency incident prevention

B Review the work of emergency services dealing with fire and emergency incidents.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate fire and emergency incident prevention	**A1** The different types and causes of primary and secondary fire and emergency incidents **A2** The preventative measures in place to avoid a fire and emergency incident **A3** The aims and contents of the fire and emergency accident safety legislation	• Poster • Assess the different causes for primary and secondary fire and emergency incidents • Factsheet • Explain how primary and secondary fire and emergency incidents could be prevented. • Explain why fire and incident safety legislation is needed
B Review the work of emergency services dealing with fire and emergency incidents	**B1** Roles and responsibilities of the different emergency service incident response teams **B2** Comparing the different roles within the emergency services when responding to fire and emergency incidents	• Report • Review the roles and responsibilities at a fire and emergency incident of the Fire Service, the Police, and the Ambulance Service • The differences in the roles and responsibilities of the emergency responders in of the Fire Service, the Police and the Ambulance Service

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Report writing • Analysis	• Causes of primary and secondary fires • Emergency services response to the different types of emergency incidents • Roles and responsibilities of emergency incident responders for the Fire and Rescue Service, the Police and the Ambulance Service • Relevant legislation • Preventative measures to avoid a need for an emergency incident response	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management

Unit content

Knowledge and sector skills

A1 The different types and causes of primary and secondary fire and emergency incidents

- Primary Fires:
  - more serious fires that harm people or cause damage to property
  - defined as fires that cause damage by fire/heat/smoke
  - small outdoor fires, not involving people or property, dwellings fires, other building fires
  - road vehicle fires, on public roads, cars, vans, buses, motorcycles, lorries, HGV
  - other outdoor fires, in primary or non-primary locations, casualties of five or have more than five pumping appliances in attendance
  - aircraft, boats, trains, outdoor structures e.g. telephone boxes, bridges, tunnels.
- Secondary Fires:
  - small outdoor fires, not involving people or property
  - accidental fires include those where the motive for the fire was presumed to be either accidental or not known (or unspecified)
  - refuge fires, grasslands fires, fires in derelict buildings or vehicles
  - without the need for rescue or any casualties present
  - chimney fires with contained flames (but not industrial)
  - accidental fires or unknown
  - deliberate fires, suspected, arson - defined under current legalisation
  - late fire calls, extinguished when the call was made, press report of fire, inquest.
- Cause of fire:
  - action that resulted in fire
  - defect, fault or flaw causing a fire
  - act by person/persons to cause fire, smoking, alcohol induced
  - omission, something not done that led to a fire
  - source, from which something originates, source of ignition
  - item(s) responsible for fire and spread of fire.
- Non-Fire Incidents:
  - local emergency
  - road traffic collusion
  - train/rail crash
  - building collapse
  - medical emergency
  - rescue of person(s) or animal
  - making an area safe
  - weapon-related serious crime.
- Major environmental disasters
  - flooding
  - hazardous material incidents
  - spills
  - leaks
  - gas explosion/fire.

- Domestic incidents
  - person(s) locked out
  - offenders creating a disturbance
  - lift releases
  - suicide/ attempts
  - prior arrangements to attend or assist other agencies
  - advice
  - standing by to tackle emergency situations.

A2 The preventative measures in place to avoid a fire and emergency incident

- Preventative measures:
  - avoidance:
  - unattended or careless use of candles, or open flames
  - keep open flames away from soft furnishing
  - position candles carefully
  - do not leave cooking unattended, never overheat cooking oils, deep fat fryers
  - keep all fires, portable heaters and heaters, open fires well-guarded
  - avoid drying clothes over or near a fire, or cooker
  - never block any outside grilles or rest anything against it
  - regularly check pilot on gas cookers and water heaters to make sure it has not gone out
  - beware of second-hand bargains and cowboy installers, always look for the British Standards safety mark or British Seal of Approval
  - look for the CE mark when you buy electrical equipment
  - never overload an electric socket
  - use safety approved glass
  - store tools, paint and chemicals safely out of the reach
  - wear personal protective clothing when appropriate
  - do not mix chemicals.
- Storage:
  - store BBQ grills a safe distance from dwellings
  - safe storage of propane tanks
  - safe storage of sharp items such as knives lock up medical supplies.
- Detection:
  - do not disable smoke or CO detector
  - fit approved smoke detectors on each floor in a dwelling
  - choose a smoke alarm that is mains operated or one with a long life (ten year) battery
  - plan your escape route
  - If you suspect a gas leak, open the windows, turn off the supply and call your gas supplier
  - do not operate switches as a spark could ignite the gas
  - check vehicle in good condition before travel.
- Smoking:
  - avoid smoking indoors
  - do not smoke in bed
  - store matches and lighters out of reach.

- Electrical:
  - regulars check wiring installation checked at least once every five years by an approved contractor
  - older properties need to be checked before purchasing
  - do not use appliances with worn or damaged flexes
  - do not wire flexes together
  - keep portable mains-operated appliances out of the bathroom
  - have electric blankets serviced and checked regularly
  - stop using faulty appliances, get cheeked
  - look for the CE mark when you buy electrical equipment
  - never overload an electric socket.

A3 The aims and contents of the fire and emergency accident safety legislation

- Emergency preparedness:
  - The Fire And Rescue Service current legislation
  - The Fire And Rescue Service national framework
  - priorities and objectives
  - guidance, other matters and functions
  - delivery of functions, identify and assess
  - prevention and protection
  - responding and collaboration
  - national resilience and governance
  - achieving value for money
  - workforce
  - inspection, intervention and accountability, timescale and scope.
- The current Workplace (Health, Safety and Welfare) Regulations:
  - organisational procedures in the workplace
  - current first aid at work legislation
  - other current safety legislation
  - current Health and Safety Act
  - risk assessment
  - current Fire Precautions Act
  - current Fire Precautions (Workplace) Regulations
  - licensing of premises and fire certificates
  - gas and electrical safety regulation HAZCHEM
  - Control of Substances Hazardous to Health (COSHH).
- Reporting of Injuries, Diseases or Dangerous Occurrences current Regulations (RIDDOR).

Learning aim B: Review the work of emergency services dealing with fire and emergency incidents

B1 Roles and responsibilities of the different emergency service incident response teams

Learners should know the roles and responsibilities of the different emergency service incident response teams.

- Fire and Rescue Service:
  - dealing with accidents
  - fire investigations
  - rescues
  - protection of properties
  - flood/water rescue services
  - protection of the environment.

- Police:
  - o saving and protecting lives
  - o calling out of essential and other services at an emergency incident response
  - o preservation and investigation of the scene
  - o responding to and co-coordinating at the scene of an emergency incident.
- The Ambulance Service:
  - o responding to and co-coordinating at the scene of an emergency incident
  - o try to sustain lives through effective prioritisation of emergency treatment at the scene
  - o management and transportation of casualties in order of priority to appropriate hospital.
- Third Sector:
  - o British Red Cross e.g. food, essential equipment
  - o St Johns Ambulance e.g. first aid, transport to hospital, medical equipment and expertise
  - o Victim support e.g. emotional, practical and financial support
  - o RNLI e.g. search and rescue, equipment.
- Other organisations:
  - o Local Authorities
  - o Maritime and Coastguard Agency.
- Environment Agency:
  - o Utilities, Telecommunications and Transport Providers
  - o Highways Agency
  - o Health and Safety Executive
  - o communities and businesses.

B2 Comparing the different roles within the emergency services when responding to fire and emergency incidents

Learners should know about the different roles and requirements used by the emergency services when responding to fire and emergency incidents.

- Equipment:
  - o vehicles
  - o rescue equipment
  - o land or water-based equipment
  - o personal protective equipment.
- Skills set:
  - o experience
  - o expertise.
- Legal requirements:
  - o response times
  - o category one and two responders.
- Command structure:
  - o bronze, silver and gold.
- Terminology:
  - o phonetic alphabet
  - o abbreviations.
- Location of incident e.g. rural, town and city.
- Type of emergency incident and the response required.
- Media reporting.

Transferable skills

Preparing for work

• Understanding of the roles and responsibilities of emergency services.

Developing practical and technical skills

• Demonstrating and assessing the roles and responsibilities of fore and emergency incident responders.

Managing information

• Using information from statistics and data from the emergency services.

Transferable skills

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate fire and emergency incident prevention		
A.P1 Carry out research into different causes of primary and secondary fire and emergency incidents.	**A.M1** Analyse the different causes of primary and secondary fires and emergency incidentsand the need for safety legislation.	**A.D1** Justify the importance of current fire incident safety legislation for primary and secondary fire and emergency incident response teams.
A.P2 Describe current fire and safety legislation for handling fire and emergency incidents.		
Learning aim B: Review the work of emergency services dealing with fire and emergency incidents		
B.P3 Outline how primary and secondary fire and emergency incidents can be prevented.	**B.M2** Explain how primary and secondary fire and emergency incidents could be prevented.	**B.D2** Evaluate an emergency response incident and how it was dealt with by the fire and emergency incident response teams.
B.P4 Summarise how an emergency response incident was dealt with by the various public services in attendance.	**B.M3** Explain how an emergency response incident was dealt with by the various public services.	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will: explain in detail why fire and incident safety legislation is needed and how it helps primary and secondary fire and emergency incident responding teams. They will comprehensively relate the relevant content of legislation to the incident. They must include the current Fire and Rescue Service Act. Learners show clear evidence of researching recent similar case studies about fire and emergency incidents responses. This evidence could include media coverage around each case. They use this research to comprehensively evaluate the effectiveness of the strategies the fire and emergency incident response teams used, providing comprehensive and well thought out suggestions for improvements.

For merit standard, learners will: explain why fire and incident safety legislation is needed and how it helps primary and secondary fire and emergency incident responding teams. They will cover at least two acts including the current Fire and Rescue Service Act showing how these relate to the incident. They show evidence that they researched similar incidents and how the fire and emergency teams responded. Learners use the research to highlight the effectiveness of most of the strategies used by the fire and emergency incident response teams.

For pass standard, learners will: outline at least two pieces of fire and incident safety legislation, one of which must be the current Fire and Rescue Service Act. They summarise how the legislation helps primary and secondary fire and emergency incident response teams in the case study incident. They show evidence that they conducted some research into similar incidents and how the fire and emergency teams responded but may not always relate the relevant responses to the case study.

Learning aim B

For distinction standard, learners will: conduct an in-depth analysis of an emergency response incident. They provide comprehensive detail while fully considering how the incident was dealt with by the primary and secondary fire and emergency incident response teams. They cite valid, realistic examples on how the responses are relevant to the case study. They include the Fire and Rescue Service, the Police and the Ambulance Service. They will make well thought through, valid suggestions as to how the responses could have been dealt with more efficiently by citing examples from research to support their answers.

For merit standard, learners will: explain how primary and secondary fire and emergency incidents could be prevented stating the fire prevention, avoidance, prevention, storage and electrical risks. They will provide detail on how an emergency response incident was dealt with by the various public services in attendance by providing examples from the case study. They include examples from the Fire and Rescue Service, the Police and the Ambulance Service. They make some suggestions on how the responses could have been dealt with more efficiently.

For pass standard, learners will: provide a list of fire and emergency incidents. They will summarise by providing one example for each how they could be prevented. They will also summarise how an emergency response incident was dealt with by the various public services in attendance.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

You are in your final year at your school/college and the local council are looking for learners who want to get involved in the preparation for a public services careers exhibition week. You have volunteered to get involved as you have an interest in a career in one of the emergency services.

You are asked to prepare some information that people who visit the careers exhibition can read. You will need to find out more about the emergency services role and how they respond to emergencies. You will include the Fire and Rescue, the Police and the Ambulance Service and any other organisation that may be involved, such as third sector organisations.

You must include causes and prevention of fire and emergency incidents, providing information on the relevant legislation attached to these. You are also expected to show how the emergency response teams deal with an incident, using research to highlight areas of weakness.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The Tutor could run through the terminology used within the unit and clarification on what is an emergency service, to include The Fire and Rescue Service, the Police and the Ambulance Service so the learner have an understanding of who are the emergency services.

The Tutor could set a research task to enable the learners to find out the different types and causes of primary fire and emergency incidents and which emergency service teams are involved.

Research task to find out the different types and causes of secondary fire and emergency incidents and which emergency service teams are involved. Case Studies and media reporting could be researched by the learners to identify what teams responded to different scenarios and the roles that they undertook at the scene of the incident.

Guest speaker could be organised to speak to the learners from one of the Emergency Service teams to talk about primary and secondary fire and emergency incidents. (Fire and Rescue Service). They could speak about their experiences to the learners and answer questions form the learners, the learners could record the information to assist them with their research for the unit.

Suggested time: about 3 hours.

Activity: Case studies, presentation and guest speaker

The Tutor could put the learners into small teams; to include the Fire and Rescue Service; team two the Police and team three the Ambulance Service.

The small team of learners could work together and prepare a presentation about the legislation relevant to fire and emergency incident response, the Tutor could create aa re-cap quiz to check the learners understanding.

The Tutor could prepare a team task to enable the learners to research the preventative measures. The preventative measures could be divided up and each team asked to research one area. The learners could then work in their teams and prepare a PowerPoint presentation and present back to the others. The presentation should include some key statistics and data of incident responses.

The Tutor could put the learners in small teams and each team given a case study chosen by the Tutor and they have to identify what preventative measure could have been put in first to avoid the incident from happening. The teams could then discuss it to each other to help compare and contrast the similarities and difference of the case studies.

The Tutor could arrange a guest speaker from one of the Emergency Service teams to talk about primary and secondary fire and emergency incidents. (The Police). The learners should be encouraged to take notes and ask appropriate questions related to the unit.

Suggested time: about 6 hours.

Activity: At the scene of an incident, roles of the emergency services

The Tutor could put the learners into small teams; team one Fire and Rescue Service; team two the Police and team three the Ambulance Service. If a large cohort of learners, then organisation that support the emergency services such as the third sector could be included so all learners are involved.

The Tutor could ask the learners to watch a recent recording of a response to a fire emergency response, these could be chosen prior to the lesson by the Tutor or chosen by the earners themselves but each team would need to have a different scenario incident. The learners would need to list what their service was doing at the scene and to note if any other organisation was present on the scene. Each group to present back to others what they have found out. If a large cohort of learners, then the Tutor could use one scenario incident and give each team one organisation to follow.

Presentation on the roles and responsibilities of each of the emergency services would then benefit the learners and improved their knowledge and skills of presentation and communication

The Tutor could organise the learners into teams and ask them to research the emergency services websites and Local Council Government reports to find out more about the roles of the emergency services and other organisations involved in a fire and emergency incident response. The Tutor would be advised to choose these websites beforehand to help support and guide the earners in the right direction with their research. An example could be demonstrated before the task is set.

The Tutor could create a simulated response to a fire and emergency incident to be undertaken in the classroom environment classroom. The scenario would put the learners in emergency service teams and other organisations and a planned emergency is run through to consider the response from each team separately and at different times during the response. This would help the learners develop their team working skills and have a practical understanding of the roles of the organisation that respond to an emergency incident.

Suggested time: about 8 hours.

Activity: Visit to one of the Emergency Services

The Tutor could arrange a visit to one of the Emergency Service teams to enable the learners to listen to a talk about primary and secondary fire and emergency incidents. (The Ambulance Service). The learners should be encouraged to take notes and ask appropriate questions relating to the unit topic.

Suggested time: about 8 hours.

Activity: Third sector organisations

The Tutor could organise the learners to work in teams and ask them to research a number of third sector organisation, the learners would need to find out who the many different third sector organisations are they are and what they do and find out who they can help and how in a fire and emergency incident response.

The Tutor could organise a Third sector information fair in the classroom and inviting other learners and staff to attend. This would enable the learners to tell others about what they have learnt about the third sector organisation.

The Tutor could organise the necessary equipment, so learners are able to create a display stand/table and prepare to discuss the third sector with the visiting staff and Learners. The learners should be encouraged to work in teams and display pictures, statistics and information on the roles and responsibilities of each third sector and the public service that they support and work closely with.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- appropriate emergency incident case studies
- relevant legislation and emergency incident response plans
- current media reporting on fire and incident responses.

Links to other units

This unit has strong links to:

- Unit 1: Public Service Skills and Support for the Community
- Unit 2: Employment for Uniformed Public Services
- Unit 9: Community and Cultural Awareness
- Unit 10: Driving in the Public Services.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from the emergency services and relevant third sector organisations
- visits to emergency services including the Fire and Rescue Service, the Police and the Ambulance Service.

Unit 12:   Security Procedures in the Public Services

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners study crime prevention measures to help maintain physical security of people, premises and property and they will learn the skills that are required to undertake safe and legal searches.

Unit introduction

You will build on the knowledge and skills in mandatory units by understanding crime prevention measures to help maintain physical security of peoples, premises, and property. You will also learn about the legislation that guides security searches and be able to recognise what could happen if appropriate security measures were lacking.

You will be able to develop and put into practise the skills that are required to undertake a safe legal security search and it will help improve your knowledge of the law around security searches.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research, and skills needed to undertake a security search, all of which will help your progression to higher level vocational qualificationsns.

Learning aims

In this unit you will:

A Investigate the main principles of situational crime prevention measures

B Apply skills required to conduct a safe and legal security search.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the main principles of situational crime prevention measures	**A1** The main principles of situational crime prevention measures **A2** Methods used to maintain the physical security of people, premises and property	Leaflet or presentation on situational crime prevention. An observation of the learner undertaking a security search. Tutor Observation form. Witness Testimony from local public service or/and security organisation.
B Apply skills required to conduct a safe and legal security search	**B1** The skills needed to undertake a security search **B2** Legal guidelines to adhereby when undertaking a security search **B3** How to undertake a safe security search	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research • Presentation skills • Analysis • Evaluation	• Understanding the main principles of situational crime prevention • The different methods used to maintain security of people, premises and property • The consequences of the lack of security measures • Knowledge of the type of skills required to undertake a safe and legal security search	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development • Creativity • Skills of a security search

Unit content

Knowledge and sector skills

Learning aim A: Investigate the main principles of situational crime prevention measures

A1 The main principles of situational crime prevention measures

- Definition of situational crime e.g. unwanted action by others
- Five categories of situational crime prevention measures:
  - o increase the effort
  - o increase the risks
  - o reduce the rewards
  - o reduce provocations
  - o remove excuses.
- Types of crime:
  - o Security threats
  - o Terrorism
  - o Cybercrime
  - o Identify theft.
- Internet fraud:
  - o computer virus
  - o Trojan horse
  - o Rogue security software
  - o Adware and spyware
  - o Computer worm.
- Other:
  - o data breeches
  - o theft of intellectual property
  - o theft of equipment or information
  - o sabotage and information extortion.
- Risks to people, premises and property:
  - o burglary
  - o theft of property
  - o theft from the person
  - o arson and damage
  - o commercial sabotage
  - o fraud
  - o assaults
  - o threatening behaviour
  - o robbery.

A2 Methods used to maintain the physical security of people, premises and property

- Situational Crime:
  - immediate opportunities for offending
  - prevention to seek a reduction in harm caused by crime
  - situational factors within an environment to prevent crime
  - adaptation to prevent criminal acts.
- Prevention measures to prevent situational crime:
  - surveillance equipment
  - perimeter fencing
  - lighting
  - door and window locks
  - key management procedures
  - physical patrolling of premises
  - control of entry and exits
  - CCTV surveillance, internal camera.
- Entry and exit control measures:
  - ensuring access for legitimate purposes only
  - to maintain entry and exit records (of personnel, visitors, contractors)
  - main types of identification (ID) systems
  - electronic cards and keypads
  - scanning systems
  - iris, palm, face recognition and fingerprint
  - electronic ID badges
  - manual ID systems
  - photo passes
  - signatures
  - password and coded entrances and exit
  - electronic controlled barriers
  - control and reporting systems and documents used e.g. real-time entry and exit records
  - completion of visitor books
  - notification of visitor appointments
  - management of system
  - reporting lost ID cards
  - limiting restricted areas
  - checking numbers of personnel on premises
  - issue of passes
  - return of passes
  - detection of infringement.
- Reasons for conducting searches:
  - visit
  - search regime.
- Lack of appropriate measure of security.
- Consequences in lack of security measures:
  - loss of life
  - injury to people
  - damage to property
  - loss of use of facilities and amenities through theft or damage
  - loss of consumer confidence in the organisation
  - loss of income to commercial operations
  - fear of crime.

Learning aim B: Apply skills required to conduct a safe and legal security search

B1 The skills needed to undertake a security search

- Skills needed:
  o courtesy
  o alertness
  o tact
  o cooperative
  o honesty
  o approachability
  o trustworthy
  o hospitable
  o inquisitive
  o fairness
  o professionalism
  o communication
  o equality, respect, tolerance.

B2 Legal guidelines to adhere by when undertaking a security search

- Legal limitations of a search (current legislation):
  o The Equality Act
  o Human Rights Act
  o Private Security Industry Act
  o Rehabilitation of Offenders Act
  o Confined Spaces Regulations
  o Work at Height Regulations
  o General Data Protection Regulation
  o The Health and Safety at Work Act.

- Other:
  o documentation
  o conduct of searcher
  o use of witnesses
  o constraints
  o rights and dignity of the individual
  o reacting to finding something
  o precautions about additional needs (e.g. medical conditions)
  o facilities to prevent discrimination
  o searching children
  o dealing with uncooperative individuals
  o people with a disability, physical or mental health issues.

- Advising individuals about the search using guidelines:
  o confirmation that individuals understand the search process
  o answering questions
  o advising individuals of their rights
  o Respect of individuals
  o respect for privacy and confidentiality
  o respect for differing cultural expectations
  o distance from other persons
  o Information to be given to individuals following search.

B3 Conducting a safe security search

- Planning stage.

- Possible impacts of the environment.

- Safety, systematic and legal approach.

- Risk assessment including possible risks that may occur:
  - working at height
  - working in confined spaces
  - environmental dangers; asbestos, sources of heat, power, electricity
  - protection of search area and data
  - evacuation procedures.

- Search methods:
  - equipment including metal detectors, detection arches, full body scanners, hand-held electronic devices
  - physical searches, body, bags
  - trained search dogs
  - rummage
  - vehicle search of drivers and passengers
  - Dealing with items of concern e.g. weapons, chemical, explosive, unauthorised items
    - Actions – confirm, clear, cordon, control, check
    - Recording.

Transferable skills

Preparing for work

- Understanding the preventative security measures
- Practising the skills required to undertake a simulated security search

Developing practical and technical skills

- Demonstrating security search techniques

Managing information

- Using findings from research to apply to practical activity and written work.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the main principles of situational crime prevention measures		
A.P1 List types of security measures used in maintaining security.	**A.M1** Analyse the effectiveness of different types of security measures in maintaining security.	**A.D1** Evaluate the effectiveness of different types of security measures in maintaining security, making suggestions for improvements.
A.P2 Outline the main principles of situational crime prevention measures.		
Learning aim B: Apply skills required to conduct a safe and legal security search		
B.P3 Outline the legal guidelines to be followed when conducting a security search.	**B.M2** Explain the reasons for adherence to legal guidelines and skills required to undertake a security search.	**B.D2** Justify the need to follow the legal guidelines and use Public Service skills when undertaking a security search.
B.P4 Carry out a security search adhering to legal guidelines		

Essential information for assessment decisions

Learning aim A

It is not intended that learners should have any in-depth knowledge of security procedures, but they should gain a broad understanding of why delivering security is necessary, the type of personal skills and qualities a person needs to become involved in security and what is involved in delivering security.

For distinction standard, learners will: provide a comprehensive description of at least three different types of security measures, fully considering the effectiveness of each in maintaining the security of people, premises and property. They will include examples to clearly show clear understanding of each of the different type of security measure. They discuss in depth all the factors that impact on security and for each suggest alternatives.

For merit standard, learners will: analyse at least three different types of security measures by explaining the effectiveness of each in maintaining the security of people, premises and property. This will include examples to support their answer. They will also explain most of the factors impacting on security e.g. day to day management, costs.

For pass standard, learners will: outline at least two different types of security measures used in maintaining the security of people, premises, and property, providing an example for each. This will include the main principles of situational crime prevention measures, the different types of threats and the risk to people, properties and premises. They will cover at least two risks each, to people, properties and premises.

Learning aim B

Learners are not expected to know any legislation in depth, but they do need to know that there are constraints placed on security staff when conducting searches of persons, premises and property.

For distinction standard, learners will: justify the need to follow the current legal guidelines when undertaking a thorough legal security search, explaining which part of the legislation that is being adhered to at each stage of the search. They will give a detailed explanation of the consequences if guidelines are not followed, while they are undertaking the search. A case study could be used to show an example of either a legal or illegal security search and the outcomes from this.

For merit standard, learners will: carry out a legal security search, explaining the legality of the skills used at each stage of the search. They explain most of the consequences if guidelines are not followed.

For pass standard, learners will: outline some of the current legal guidelines that must be followed when conducting a security search. They demonstrate use of some of the appropriate skills whilst carrying out a simulated planned legal and safe security search. This will be planned activity under assessment conditions and guest speakers from security or public services could be used as witnesses.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

You have been asked by your tutor to find out more about the different types of security measures and the effectiveness of each in maintaining the security of people, premises and property. You will be required to apply your skills and show your understanding by undertaking a simulated legal security check.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

The Tutor to introduce the relevant terminology use and definitions

The Tutor to organise a walk around school/college premises to identify security measure in place, feedback and discuss and compare. Check against the unit content to discuss all listed and if school of college have a security officer arrange with them to escort the learners around the building to highlight security measures in place.

The Tutor to plan a classroom-based research task and discussion to explore the different types of security measures used in maintaining the security of people, premises and property. The learners could be divided into different groups and asked to research and discuss one or two particular types of security measures.

The Tutor to lead a discussion about the possible consequences of the lack of security measures and ask the learners to take notes.

Suggested time: about 3 hours.

Activity: Security guest speaker

The Tutor could arrange a guest speaker from security (either in-house or from a local security organisation) to speak with learners about the main principles of situational crime prevention measures used in maintaining the physical security of people, premises and property. A public service personnel could be used in this situation whose has responsibility for security of an armed forces base or local council office.

The Tutor could plan a classroom-based team task to encourage the learners to work together and research on the main principles of situational crime prevention measures used in maintaining the physical security of people, premises and property. The learners could apply their current learning on these topics and expand their knowledge. Learners could present their findings to each other, discuss and compare the similarities and differences to enable them to gain wider knowledge of the topics and take notes.

The Tutor could plan to classroom presentations that covers all the content of the main principles of situational crime prevention measures used in maintaining the physical security of people, premises, and property.

Suggested time: about 6 hours.

Activity: Visit to a property, premise and meet a security team

The Tutor could arranged visit to other premises to identify security measure in place For example shopping areas and public buildings where security personnel are employed The Tutor could re-arranged a meet with a security team to discuss skills and the different type of security measures applied at the organisation and skills that are required to do the job of a security personnel. This will expand the learners knowledge and help them compare the similarities and differences in the security measures that are used in different locations and organisations.

The Tutor could plan in regular Q&A sessions to enable the learners the opportunity for to ask further questions, clarify information that they may have heard, seen or recorded and to help confirm the accuracy of the information that they have obtained.

The Tutor could plan classroom presentations to cover the need to follow the legal guidelines when undertaking a security search.

Suggested time: about 8 hours.

Activity: Equipment and skills for security searches

The Tutor could plan a classroom-based research task for the learners about the security equipment used to undertake a security search. If possible, the Tutor could ask to arrange a security personnel to bring in some of the equipment that is used in a security search. If this is not possible, then the Tutor could obtain photographs or visuals and show these to the learners to discuss each type of equipment.

The Tutor could plan presentations on the different types of equipment used in a security search and the legal implications, using visuals and text to promote classroom discuss and debate with the learners.

The Tutor could plan and organise a team task in the classroom for the learners to enable them to find out about the skills required to undertake a security search. This could be linked to the guest speakers and what skills they presented in their role as a security personnel.

The Tutor could plan presentations to explain the skills required to undertake a security search. This will enable the learners to recognise the key skills required to be a security personnel and recognise what skills development they may have to enable them to consider a career within the sector.

Suggested time: about 8 hours.

Activity: Simulated security search activities

The Tutor could plan a simulated activity to enable the learner to individual demonstrate the skills whilst undertaking a security search. Pictures could be used for equipment if physical equipment is not available. Role play could be involved to enable then learners experience what it may feel like in the role of a security personnel and a possible person who may try to disregard security measures.

The Tutor could arrange with a the in-house/ local security organisation or/and public service such as the Police and Witness Testimonies could support this activity. This will enable the leaners to gain feedback ad consider different aspects of security searches and allow the security personnel to share their own experiences with the learners.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- property/premises, inside and outside
- security personnel
- public service personnel
- case studies.

Links to other units

This unit has strong links to:

- Unit 1: Public Service Skills and Support for the Community
- Unit 2: Employment for Uniformed Public Services
- Unit 14: Cyber Security and Crime.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- support from local businesses such as access to security processes and equipment
- support from local public services such as the Police.

Unit 13: Volunteering in Public Services

Level: **2**
Unit type: **Optional**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

This unit aims to help learners see the importance and benefits of volunteering to themselves, the community and the public services by researching opportunities and participating in it.

Unit introduction

Why should anyone give up their time to carry out work without getting paid? This unit aims to answer that question and to enable you to understand the benefits to be gained by volunteering, and its importance to organisations. Many of these organisations rely on volunteers to supplement the work of their paid staff while others are run and funded solely by volunteers.

In this unit you will research different volunteering roles such as charity workers, fund raising events, Special Constables, and military reserve opportunities. You will build your 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. You will then be reviewing your performance. Through volunteering you will have the opportunity to work alongside people from different cultures and backgrounds, disabilities and ages.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research, working with the public, practical application of health and safety legislation and reflection all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Explore volunteering opportunities in public services

B Carry out a voluntary activity in public services.

Unit summary

	Learning aim		Key teaching areas	Summary of suggested assessment evidence
A	Explore volunteering opportunities in Public Services	**A1**	Different volunteering opportunities available in the public services	A magazine article showing three volunteering opportunities available and evaluating the importance of volunteering to individuals, communities and public services.
		A2	Importance of volunteering to individuals, communities and Public services	
B	Carry out a voluntary activity in Public Services	**B1**	Carry out voluntary activity that develops skills needed for employment in the public services	Multimedia presentation that reviews the voluntary activity undertaken, the skills used and considers how the experience could be improved.
		B2	Reflect on skills used and how experience could be improved	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Research skills • Analysis and evaluation • Inter-Personal skills • Diversity and integration • Reflection on own practice	• Health and safety • Understanding and use of industry specific language	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore volunteering opportunities in public services

A1 Different volunteering opportunities available in public services

- Volunteering opportunities within third sector organisations:
  - healthcare-based organisations, e.g. Red Cross, St John Ambulance
  - conservation projects
  - shelters for homeless people
  - youth clubs
  - street collections to raise funds
  - mountain rescue
  - emergency relief work
  - Voluntary Service Overseas (VSO)
  - cadet organisations, including ATC/CCF (RAF), British Army, Royal Navy, Royal Marines, police, fire and rescue service
  - hospital visiting, visiting the elderly
  - NHS volunteers, e.g. response to Covid-19 outbreak
  - charity fundraising events
  - charity shops
  - animal sanctuaries
  - health watch schemes
  - Street Angels
  - special constables
  - retained firefighters
  - British Transport Police volunteers
  - Royal National Lifeboat Institution (RNLI) volunteers
  - Royal British Legion.

A2 Importance of volunteering

- Benefits to individuals of volunteering:
  - gain new skills
  - build CV
  - increases job Prospects
  - social mixing
  - improves self-esteem and confidence
  - rewarding experiences
  - improved physical and mental health.
- Benefits to communities of volunteering:
  - spend money it saves on wages on other areas
  - increased community cohesion
  - nicer place to live
  - increased integration.

- Benefits to public services of volunteering:
  - expertise
  - time
  - diversity
  - extra help
  - engage better with service users and the community
  - bring new ideas
  - increased support from communities
  - reduction of public services operating costs.

Learning aim B: Carry out a voluntary activity in public services

B1 Voluntary activities

- Activities learners can undertake:
  - volunteer at charity shop
  - cadet attendance
  - fund raising event to raise money for charity
  - volunteer at youth club.

B2 Voluntary activity skills

- Skills required for voluntary activities dependent on the organisation:
  - general skills/qualities, e.g. honesty, commitment, reliability, empathy, dedication, punctuality, trustworthy, self-motivation
  - employability skills, e.g. technical skills, people skills, improved time-management and organisational skills, communications skills, customer service skills
  - 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, medical– and first-aid knowledge.
  - health and safety knowledge e.g. completing risk assessments, knowledge of current Health and Safety legislation.

Transferable skills

Preparing for work

- Undertaking a voluntary activity will allow learners to work professionally with members of the public.

Developing practical and technical skills

- Demonstrate skills needed to work in the public services such as general skills, employability skills, communication skills, specific skills and health and safety skills.

Managing information

- Using information from research to identify three volunteer opportunities.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore volunteering opportunities in public services		
A.P1 List available voluntary work types in the local area.	**A.M1** Analyse the importance of volunteering in the different types of voluntary work for individuals, the community and public services.	**A.D1** Assess the benefitsof volunteering in different types of voluntary work for individuals, the community and public services.
A.P2 Summarise the importance of volunteering for individuals, the community and public services.		
Learning aim B: Carry out a voluntary activity in public services		
B.P3 Demonstrate skills required while participating in public service voluntary work.	**B.M2** Demonstrate a range of skills while engaging in voluntary activities, highlighting the reasons for their use.	**B.D2** Demonstrate a comprehensive range of skills while engaging in voluntary activities, providing valid reasons for their use and making recommendations to improve performance.
B.P4 Reflect on personal performance while carrying out public service voluntary work.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will: assess the importance of volunteering to individuals, the communities and the public services. They conduct intensive and thorough research to identify volunteering opportunities, citing references to their sources. They will provide clear, detailed and comprehensive notes on how at least three of these opportunities benefit the individual participating, the community and the work of the public services. They cover the all the benefits, providing valid and well thought through examples.

For merit standard, learners will: analyse the importance of volunteering to individuals, the communities and the public services. They conduct research to identify volunteering opportunities, citing references to their sources. They will provide detailed notes on how at least three of these opportunities benefit the individual participating, the community and the work of the public services. They cover most of the benefits, providing mostly valid through examples.

For pass standard, learners will: research and outline three different opportunities for volunteering related to the public services. For each, they will give at least two benefits for each opportunity, showing how volunteers support the work of the public services. The evidence must show that they have carried out some research into the types of opportunities available by citing references to the sources of information used. The evidence should cover individuals, communities, and the public services.

Learning aim B

Learners will build on their research in learning aim A to plan or apply for participation in a voluntary activity. Learners will then carry out a voluntary activity for 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. Evidence of their participation in the voluntary activities must be submitted by learners, accompanied by a validated witness statement. All documents must be included in their portfolio.

For distinction standard, learners will: demonstrate a comprehensive range of relevant required skills while undertaking a voluntary activity. Learners must include at least one of each of the following required skills: general, employability, communication, specific skills and adherence to health and safety. They will give clear and detailed explanations about the purpose of each of the used skills. They will then reflect on their voluntary activity, making use of self-reflection and witness statements and highlight what went well, making valid and well thought out recommendations for improvements.

For merit standard, learners will: demonstrate a range of relevant required skills while undertaking a voluntary activity. Learners must include general, employability, communication, specific skills and adherence to health and safety but may omit a minimum of one. They will provide clear explanations about the purpose of each of the used skills. They will then reflect on their voluntary activity, making use of self-reflection and witness statements, highlighting most of what went well.

For pass standard, learners will: carry out a voluntary activity, demonstrating some voluntary skills. They must include at two of the following: general, employability, communication, specific skills. They must adhere to health and safety but may need prompting from the tutor. They then reflect on their voluntary activity listing strengths and weaknesses of their performance.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity will be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

Learning aim A

You are part of the recruitment team for the public services and have been tasked with producing an article for the website showing different volunteering opportunities available and the importance of voluntary activities to the sector. This is aimed at promoting the importance of volunteering in the next recruitment drive.

Learning aim B

After the success of the report you produced, your manager has asked you to carry out some volunteering experience and create a multimedia presentation reflecting upon it. This presentation will be used at open days for potential recruits to promote the importance of volunteering when applying to the public services. Your voluntary activity should allow to demonstrate a range of skills as required by the public services.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners introduced to what is meant by the term volunteering. In groups learners to identify different volunteering opportunities teacher to lead and introduce key opportunities related to public services and create a poster encouraging people to volunteer.

Suggested time: about 3 hours.

Activity: Researching opportunities

Learners introduced to the list of opportunities from the specification. They are to research two opportunities and create a multimedia presentation feeding back to the group why the opportunity involves and why they would like to carry out the opportunity.

Suggested time: about 6 hours.

Activity: Benefits of volunteering

Learners shown case studies and to consider whether they show positives or negatives of volunteering. Learners split into groups and given either individuals, community or public services. Groups to identify benefits of volunteering to their category and feedback to the group.

Suggested time: about 6 hours.

Activity: Plan to carry out volunteering event

Learners to apply for volunteering opportunities e.g. learners could apply for opportunities in their local charity shops or apply to join a local cadet force. They are also to plan an event they can run internally e.g. learners could organise a poppy sale to help raise money for The British Legion or a stall within the centre to raise awareness of a problem such as mental health to staff and learners.

Suggested time: about 8 hours.

Activity: Reflection

Learners to be introduced to the idea of reflection and to reflect on their experience on volunteering. They are to produce vlog on their experience and what they learnt. Vlogs to be shown to class and peer assessed.

Suggested time: about 7 hours.

Essential resources

There are no special resources for this unit.

Links to other units

This unit has strong links to:
- Unit 2: Employment and Career Planning for the Public Services
- Unit 9: Community and Cultural Awareness.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- work experience.

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

Unit 14: Cybercrime and Security

Level: **2**
Unit type: **Optional**
Assessment type: **Internal**
Guided learning hours: **30**

Unit in brief

Learners explore the types of cybercrime; the threats posed to individuals, organisations and national security, and the actions that can be taken to ensure cyber security.

Unit introduction

The development of technology has been vast in the last 50 years, in January 2020 nearly 60% of the world's population used the internet. With this increased access and use, cybercrime continues to escalate, affecting public services, businesses and private individuals, and the importance of cyber security and staying protected grows.

In this unit you will explore cybercrime, including types, the vulnerabilities that are targeted and who is affected. You will find out the importance of cyber security and the roles and responsibilities of individuals, organisations and the public services in ensuring this.

This unit will support you in progressing to a higher-level qualification. It will enable you to develop transferable skills such as communication, research, awareness of cybercrime and empathy for how people are affected by cybercrime, all of which will help your progression to higher level vocational qualifications.

Learning aims

In this unit you will:

A Investigate the types and effects of cybercrime

B Investigate cyber security.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the types and effects cybercrime	**A1** Different types of cybercrime **A2** Who is affected by cybercrime	A written report on the types of cybercrime and victims. Individual or group presentation on the role and responsibilities individuals, organisations and the public services have for cyber security.
B Investigate cyber security	**B1** Role and responsibilities of individuals and organisations **B2** Public service response	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Developing awareness of and empathy for how people are affected by cybercrime • Real world examples of cybercrimes and breaches in cyber security	• Types of cybercrimes • Responsibilities for cyber security • How the public services tackle cybercrime and support cyber security	• Empathy • Research skills • Thinking skills

Unit content

Knowledge and sector skills

Learning aim A: Investigate the types and effects of cybercrime

A1 Different types of cybercrime

- Key terms e.g. cybercrime, cyber security, malicious cyber activity, hacker, malware, phishing.
- Definition and categorisation of cybercrimes; Cyber-dependent crimes - crimes can only be committed on and through the internet; Cyber-enabled crimes - crimes which are carried out online but could be committed without the use of the internet.
- Types of cyber-dependent crimes, e.g. phishing, hacking, malware, viruses, worms, trojans, spyware, ransomware, spam, Denial of Service (DOS) or Distributed Denial of Service (DDOS) attacks.
- Types of cyber-enabled crimes, e.g. fraud, malicious communications, cyber bullying/ trolling, child sexual offences.

A2 Victims of cybercrime

- Targeting of individuals through phishing, hacking, social media, emails.
- Businesses as victims (including public services) through ransomware, data breaches, and distributed denial of service attacks.
- Vulnerable victims, e.g. anyone under the age of 18, the elderly, anyone who is suffering from a mental disorder, those with a significant impairment of intelligence and social functioning, those with a physical disability.
- The impact and effects of cybercrime on individuals and organisations, such as loss of money, feelings of stupidity and idiocy, loss of sensitive information, loss of intellectual property, costs related to service disruption, cost of repairing or increasing security, lost time, decreased confidence in the internet, feelings of frustration.

Learning aim B: Investigate cyber security

B1 Cyber security

- The importance of cyber security, including: why it is necessary to keep devices, software, hardware, and systems safe.
- Weaknesses in cyber security e.g. new and developing technology and devices, people having poor cyber awareness, outdated systems, wider availability of hacking software, systems that don't require authentication, business having poor network security.
- Mitigating the effects of cybercrime e.g. secure, encrypted wireless networks and network security, password management, malware and virus protection software, monitoring, regular data back-ups, education.
- Role and responsibilities of individuals e.g. report crimes, awareness of cyber security, safeguarding, hardware, software and systems with security software, choose strong passwords, protect passwords, do not open attachments or click links in unknown emails.
- Role and responsibilities of organisations e.g. store data securely and in accordance with legislation, protect people's personal information, prepare for consequences.

B2 Public Service response

- Government e.g. give safety advice, make legislation for new offences e.g. up skirting.
- Police e.g. encourage reporting of crimes, investigate, give safety advice.
- Crown Prosecution Service e.g. prosecute offenders.
- Courts e.g. determine innocence or guilt for offences, sentence guilty offenders with punishments that protect the public and punish the offender.
- Ways to increase cyber security:
  - increase reporting cybercrime, e.g. Action Fraud
  - increase awareness and advice, e.g. Cyber Streetwise, Get Safe Online.

Transferable skills

Empathy

- Researching who is affected by cybercrime and assessing the impact it has, including real world examples.

Research skills

- Researching types of cybercrimes, examples of cybercrimes, how the public services support cyber security.

Thinking skills

- Analysing and evaluating real world examples.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the types and effects cybercrime		
A.P1 List the types of cybercrime.	**A.M1** Analyse how individuals and organisations are affected by cybercrime.	**A.D1** Evaluate the impact of cybercrime on individuals and organisations.
A.P2 Summarise the effect of cybercrime on victims.		
Learning aim B: Investigate cyber security		
B.P3 Outline the role and responsibilities of individuals and organisations for cyber security.	**B.M2** Examine the weaknesses in cyber security that provide opportunities for attack.	**B.D2** Assess the actions that could have been taken by an individual or organisation to avoid a cyber security failureand how public services are involved.
B.P4 Outline the response of different public services to cybercrime.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will: identify and comprehensively explain three different types of real-world cybercrimes They fully examine all the characteristics and vulnerabilities of individuals and/or organisations that are impacted. They demonstrate in depth understanding of the long- and short-term impact of the cybercrime on each victim by explaining each impact fully, using all the relevant examples from their research of the three different cybercrimes, to support their answers.

For merit standard, learners will: identify and explain three different types of real-world cybercrimes. They examine most of the characteristics and vulnerabilities of individuals and/or organisations that are impacted. They demonstrate understanding of the long- and short-term impact of the cybercrime on each victim by explaining each impact, using relevant examples from their research of the three different cybercrimes, to support their answers.

For pass standard, learners will: outline three different types of real-world cybercrimes highlighting what they are and how victims are targeted. Learners will ensure that key terms or language used is correct.

Learning aim B

For distinction standard, learners will: use one of the real-world cybercrimes, they covered in Learning aim A to comprehensively assess the actions that could have been taken by the individual or organisation to alleviate them from being targeted. They fully consider all the measures that could have taken to protect themselves from the cybercrime. Learners will include all the public services involved in their response and give full explanations their role and responsibilities. Learners will comprehensive explain how the public services seek to increase public cyber security and make links to national or local advice or schemes.

For merit standard, learners will: use one of the real-world cybercrimes they covered in Learning aim A. They will clearly describe the actions that could have been taken by the individual or organisation to alleviate them from being targeted. They consider most of the measures that could have been taken to protect themselves from the cybercrime. They will include most of the public services involved in their response and give some detail on their role and responsibilities. They will also explain how public services seek to increase public cyber security and make some links to national and/or local advice or schemes.

For pass standard, learners will: give a brief outline of what cyber security is. They will outline the role and responsibilities that individuals and organisations have for ensuring cyber security using simple examples to support their outlines. Learners will then outline the actions and responsibilities that two different public services have in relations to responding to cybercrime.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity will be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that it meets the assessment requirements of the unit.

Suggested scenario

For this assessment, you must show that you have knowledge of the different types of cybercrime, an awareness of who can be a victim and the impact it can have, and an appreciation of the responsibilities individuals, organisations and the public services have for cyber security.

You must produce a report that explores the different types of cybercrime, such as phishing, hacking, viruses, trojans, ransomware, fraud, malicious communications, cyber bullying/ trolling, and the difference between cyber-dependent and cyber-enabled crimes. You should use real world examples to discuss how individuals and organisations are affected by cybercrime.

In pairs you must research the role and responsibilities of individual, organisations and the public services for cyber security, and weaknesses in security that give opportunities for targeting. You should prepare and deliver a presentation on your findings and use a real-world example to highlight the actions that could have been taken by individuals or the organisation to avoid the breach and the response of the public services.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners discuss the term 'cybercrime' to produce a definition. They list as many different types of cybercrime as they can and give definitions for each. Tutor to provide real world examples of cybercrimes which learners will read and discuss.

Suggested time: about 2 hours.

Activity: Types of cybercrime

Learners research the different types of cybercrime, e.g. phishing, hacking, malware, viruses, worms, trojans, spyware, ransomware, spam, Denial of Service (DOS) or Distributed Denial of Service (DDOS) attacks, fraud, malicious communications, cyber bullying/ trolling, child sexual offences.

In small groups, learners will find a real-world example for each type of crime and discuss them.

Suggested time: about 3 hours.

Activity: Categories of cybercrime

Tutor to explain how cybercrimes are categorised, cyber-dependent or cyber-enabled. Learners to revisit types of cybercrime from previous session and identify if they are cyber-enabled or cyber-dependent. Tutor to provide some further real-world examples which learners will categorise.

Suggested time: about 3 hours.

Activity: Victims of cybercrime

Group discussion about who can be a victim of crime. Tutor to clarify types of victims, individuals and organisations. Group discussion about how these victims are targeted and the types of cybercrime they are at risk from. Learners to find a real-world example of where an individual and an organisation have been victims. Tutor led discussion of characteristics that can make individuals more vulnerable to cybercrime and why, e.g. anyone under the age of 18, the elderly, anyone who is suffering from a mental disorder, those with a significant impairment of intelligence and social functioning, those with a physical disability. In pairs, learners to discuss the impact of cybercrime on individuals and organisations.

Suggested time: about 3 hours.

Activity: The dark world of hacking and cybercrime

If available, watch BBC documentary 'Cybercrimes with Ben Hammersley'. Tutor to lead discussion on types of crimes, impact on individuals and what people can do to avoid being a target.

Suggested time: about 1 hour.

Activity: Cyber security

Tutor led discussion about the importance of cyber security, i.e. why it is necessary to keep devices, software, hardware, and systems secure. Tutor to make links to impact of cybercrimes discussed in previous session.

Learners to research the weaknesses in cyber security that can give opportunities for cyber-attack, such as new and developing technology and devices, people having poor cyber awareness, outdated systems, wider availability of hacking software, systems that don't require authentication, business having poor network security.

Suggested time: about 3 hours.

Activity: Responsibilities for cyber security

In pairs, learners to investigate the responsibilities individuals and organisations have for ensuring cyber security and share results with each other. Tutor to lead a discussion to clarify.

Suggested time: about 2 hours.

Activity: Public Service role and responses

Tutor to split class into 4 sub-groups, each subgroup to be allocated a public service and research the role and response of that service to cybercrime and prepare a presentation to share their findings with the class.

Suggested time: about 4 hours.

Activity: Increasing cyber security

Tutor led discussion on how to increase cyber security; increase reporting and increase awareness/advice. Learners to interrogate current national and local websites and schemes that are in operation to achieve this, e.g. Action Fraud, Cyber Streetwise, Get Safe Online, local police force advice pages.

Suggested time: about 2 hours.

Activity: Industry guest speaker

If available invite officer from local police force cybercrime unit to offer information and advice on cybercrime and security.

Suggested time: about 2 hours.

Activity: Real world application

Learners to work in pairs to research and analyse a real-world breach or failure in cyber security. Tutor to provide examples for analysis. As part of their analysis they should include; identify the type and category of crime, who were the victim(s), what went wrong in the security, what could have prevented the breach, which public services were involved in the response and what actions they took, what was the impact of the crime on the victim(s).

Suggested time: about 3 hours.

Activity: Unit recap and assignment workshop

Tutor to deliver a quiz to check learner knowledge and identify any areas that require further clarification. Following this, learners to use time within class to work on their final assignment, using the tutor to clarify any points.

Suggested time: about 2 hours.

Essential resources

For this unit, learners will need access to:

- www.nationalcrimeagency.gov.uk
- https://www.ncsc.gov.uk

Links to other units

This unit has strong links to:

- Unit 1: Public Services Skills and Support for the Community
- Unit 7: Aspects of Law and the Public Services
- Unit 8: Crime and its Effects on Society.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 7 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example communication, research, being active and responding to different situations as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Certificate/Diploma Preparation for Public Services is assessed using *internal assessments*, which are set and marked by tutors.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 7 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.

- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.

- Where there is no mandatory requirement for workplace assessment, but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment, but simulated contexts are acceptable in this specification. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment

- an audience or purpose for which the evidence is being provided

- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance

- projects

- recordings of role play, interviews, and other types of simulated activity

- oral or written presentations with assessor questioning

- work logbooks and reflective journals.

- reviews of fitness tests and physical activities

- plans for expeditions.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

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

• the *Essential information for assessment decisions* section in each unit

• your Lead IV and assessment team's collective experience supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

• must show the formal decision and indicate where criteria have been met

• may show where attainment against criteria has not been demonstrated

• avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached.

Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

• must be made with reference to the assessment criteria

• should record how it has been reached, indicating how or where criteria have been achieved

• may indicate why attainment against criteria has not been demonstrated

• must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Authenticity of learner work

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

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

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

Assessors must complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification.
It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Internal assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

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

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

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

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

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

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Internally-assessed units

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. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, 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.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at 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 or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

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

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15* of *JCQ Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

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

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

- disqualification from the qualification

- being barred 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 you to create an improvement action plan

- requiring staff members to receive further training

- placing temporary blocks on your certificates

- placing temporary blocks on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

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

Certification and results

Once a learner has completed all the required units for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - o age of learners
  - o centre guidance for dealing with malpractice
  - o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for these qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC in Esports. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in the mandatory and selected units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not taken enough mandatory or optional units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D
Diploma	PP to DD

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internally-assessed units

The table below shows the number of **points** available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	Unit size		
	30 GLH	**60 GLH**	**90 GLH**
U	0	0	0
Pass	8	16	24
Merit	12	24	36
Distinction	16	32	48

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Certificate	
Grade	**Points threshold**
P	64
M	88
D	112

Diploma	
Grade	**Points threshold**
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	90	Internal	Pass	24
2	60	Internal	Pass	16
3	30	Internal	Pass	8
4	30	Internal	Pass	8
5	30	Internal	Pass	8
6	60	Internal	Pass	16
7	60	Internal	Pass	16
	360		**PP**	**96**

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Certificate with a D grade

Unit	GLH	Type	Grade	Points
1	90	Internal	Distinction	48
2	60	Internal	Merit	24
3	30	Internal	Distinction	16
4	30	Internal	Distinction	16
5	30	Internal	Merit	12
	240		**D**	**116**

The learner has sufficient points for a D grade.

Example 3: Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	90	Internal	Pass	24
2	60	Internal	Merit	24
3	30	Internal	Unclassified	0
4	30	Internal	Pass	8
5	30	Internal	Merit	12
6	60	Internal	Merit	24
7	60	Internal	Pass	16
	360		**U**	**108**

The learner has a U in Unit 3.

The learner has sufficient points for P but has not met the requirement for a Pass, or above, in all units.

10 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 in Esports with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 in Esports. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.

- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 in Esports.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements in the units

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Define	State or describe exactly the nature, scope or meaning of something.
Deliver	Carry out and complete a task e.g. a presentation
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.

Term	Definition
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report
Recommend/make recommendations	Learners suggest particular action(s) that should be done
Research	Learners proactively seek information from primary and secondary sources that is relevant to the task**.**
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.
Use	Put into action for purpose – to deploy.

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