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

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

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

Specification

BTEC specialist qualification

First teaching September 2014

Issue 2

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 35,000 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

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

These qualifications were previously known as:

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

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

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

The QN remains the same.

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

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

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

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

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

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

Contents

Purpose of this specification

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

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

1   Introducing BTEC qualifications

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 2 Certificate in Teamwork and Personal Development in the Community**
Qualification Number (QN)	601/4068/9
Date registrations can be made	1 September 2014
Age range that the qualification is approved for	Pre-16 16-18 19+ (England, Wales and NI)
Credit value	15
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	150
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title	**Pearson BTEC Level 2 Extended Certificate in Teamwork and Personal Development in the Community**
Qualification Number (QN)	601/4184/0
Date registrations can be made	1 September 2014
Age range that the qualification is approved for	Pre-16 16-18 19+ (England, Wales and NI)
Credit value	30
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	300
Guided learning hours	180
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title	Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community
Qualification Number (QN)	601/4067/7
Date registrations can be made	1 September 2014
Age range that the qualification is approved for	Pre-16 16-18 19+ (England, Wales and NI)
Credit value	60
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	600
Guided learning hours	360
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

Qualification title and Qualification Number

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

What are Pearson BTEC Level 2 qualifications in Teamwork and Personal Development in the Community?

The Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community have been designed for learners who are working in the community or are looking to work in the community, either in a voluntary capacity or through employment.

These qualifications can be taken alongside training provided within the voluntary sector or within uniformed organisations.

Many who enter the voluntary sector will have had limited success in formal qualifications in the past. These qualifications will allow them to work towards a nationally recognised accredited BTEC qualification alongside training and development in a specific context that they have chosen. It will allow many young people opportunity to progress to level three qualifications and beyond – something they would not otherwise have been able to achieve.

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

- develop knowledge related to the voluntary sector
- develop skills that are valuable for those working in the community, many of which are the skills valued by employers
- achieve a nationally-recognised Pearson BTEC Level 2 qualification
- develop own personal growth and engagement in learning.

There are three Pearson BTEC Level 2 qualifications in Teamwork and Personal Development in the Community:

- Certificate (15 credits)
- Extended Certificate (30 Credits)
- Diploma (60 credits).

Mandatory unit

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

Learners will be able to:

- Identify some of the different qualities essential for effective teamwork, in addition to examining the characteristics needed for working as part of a team.

- Explore teamwork and communication skills via hands-on activities, enabling them to meet the needs of uniformed organisations.

- Develop a range of teamwork, communication, professional and personal skills and methods of instruction that are essential transferable skills across a wide range of career choices.

- Research the main principles and techniques surrounding the qualities of good instruction.

- Effectively deliver a short fact- or skills-based lesson to a small group of people.

- Draw on their own experiences in order to evaluate the performance of their team members.

Progression opportunities

This qualification will equip learners with the skills and knowledge recognised as important by society and employers while learning in a volunteering context. It will support their development and preparation for progression into employment in the future, either directly or after further education.

Having completed the Pearson BTEC Level 2 in Teamwork and Personal Development in the Community learners could progress to Level 3 qualifications or to entry level employment in various sectors. Learners may also explore opportunities for entry to uniformed services as long as they meet entry criteria requirements.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.

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

- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

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

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

Minimum number of credits that must be achieved	15
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	5

Unit number	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/506/6139	Teamwork and Communication Skills	2	10	60

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	D/506/6140	Employment Skills in Uniformed Organisations	2	5	30
3	H/506/6141	Career Planning and Self-Assessment for Uniformed Organisations	2	5	30
4	M/506/6143	Improving Health and Fitness in Uniformed Organisations	2	10	60
5	L/506/6148	Personal Development through Adventurous Activities	2	10	60
6	R/506/6152	Land Navigation by Map and Compass	2	10	60
7	H/506/6155	Expedition Skills	2	10	60
8	T/506/6161	Fundamentals of Nautical Studies	2	10	60
9	F/506/6163	Volunteering	2	10	60
10	J/506/6164	Citizenship, the Individual and Society	2	10	60
11	L/506/6165	Community and Cultural Awareness	2	10	60

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

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

Minimum number of credits that must be achieved	30
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	20

Unit number	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/506/6139	Teamwork and Communication Skills	2	10	60

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	D/506/6140	Employment Skills in Uniformed Organisations	2	5	30
3	H/506/6141	Career Planning and Self-Assessment for Uniformed Organisations	2	5	30
4	M/506/6143	Improving Health and Fitness in Uniformed Organisations	2	10	60
5	L/506/6148	Personal Development through Adventurous Activities	2	10	60
6	R/506/6152	Land Navigation by Map and Compass	2	10	60
7	H/506/6155	Expedition Skills	2	10	60
8	T/506/6161	Fundamentals of Nautical Studies	2	10	60
9	F/506/6163	Volunteering	2	10	60
10	J/506/6164	Citizenship, the Individual and Society	2	10	60
11	L/506/6165	Community and Cultural Awareness	2	10	60

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

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

Minimum number of credits that must be achieved	60
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	50

Unit number	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/506/6139	Teamwork and Communication Skills	2	10	60

Unit number	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	D/506/6140	Employment Skills in Uniformed Organisations	2	5	30
3	H/506/6141	Career Planning and Self-Assessment for Uniformed Organisations	2	5	30
4	M/506/6143	Improving Health and Fitness in Uniformed Organisations	2	10	60
5	L/506/6148	Personal Development through Adventurous Activities	2	10	60
6	R/506/6152	Land Navigation by Map and Compass	2	10	60
7	H/506/6155	Expedition Skills	2	10	60
8	T/506/6161	Fundamentals of Nautical Studies	2	10	60
9	F/506/6163	Volunteering	2	10	60
10	J/506/6164	Citizenship, the Individual and Society	2	10	60
11	L/506/6165	Community and Cultural Awareness	2	10	60

5 Assessment

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

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

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

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

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

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

There is more guidance about internal assessment on our website. See *Section 13 Further information and useful publications*.

6   Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

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

8 Quality assurance of centres

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

For the qualifications in this specification, the Pearson quality assurance model will follow the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

9 Programme delivery

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

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

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation referred to in the units is up to date and current.

10 Access and recruitment

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

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

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

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

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

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

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills
and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Unit content

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

Assessment criteria

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

Guidance

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Outline learning plan* – has been included as guidance and can be used in conjunction with the programme of suggested assignments. It demonstrates one way of planning the delivery and assessment of this unit.

- *Programme of suggested assignments* – covers the assessment criteria needed to pass the unit. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

- *Resources* – identifies any resources needed to enable learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

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

Unit 1: Teamwork and Communication Skills

Unit reference number: K/506/6139

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

This unit allows learners to develop a range of teamwork, communication, professional and personal skills and methods of instruction that are essential transferable skills across a wide variety of career choices.

Learners will gain an insight into the various methods of instruction used in uniformed organisations. This will be achieved through researching the main principles and techniques surrounding the qualities of good instruction, culminating in learners being able to deliver a short fact- or skills-based lesson effectively to a small group of people.

Learners will identify some of the different qualities essential for effective teamwork, in addition to examining the characteristics needed for working as part of a team. Teamwork skills will be developed through learners taking part in a range of practical team-building activities. Learners will be able to draw on their own experiences in order to evaluate the performance of their team members.

This unit examines a range of interpersonal skills useful for learners' studies as well as for their daily work routine.

Learning outcomes

On successful completion of this unit a learner will:

1. Know the purpose and importance of teamwork and communication skills

2. Understand effective communication methods of instruction in uniformed organisations

3. Be able to use a range of interpersonal communication skills.

Unit content

1. **Know the purpose and importance of teamwork and communication skills**

    Teamwork and communication skills: including communication; teamwork; professional and personal skills, e.g. punctuality, pride of appearance, behaviour, timekeeping; discipline; problem solving; cooperation; conflict management

    Importance of teamwork: e.g. achieving organisational objectives; camaraderie; teamwork within organisational structures; command and control

2. **Understand effective communication methods of instruction in uniformed organisations**

    Qualities of a good instructor: confidence; manner; ways of speaking, moving and appearance during lesson; attitude; firm/fair/friendly; diligence; enthusiasm and interest in the subject

    Facts/skills: for instruction – time, parts and content, notes, beginning, preliminary instruction, introduction, objective, reason why and incentive; middle teaching points; Explain – Demonstrate – Imitate – Practise (EDIP); end of lesson; summary; hand-outs

3. **Be able to use a range of interpersonal communication skills**

    Team building: participation in team activities; team-building exercises; sporting events and outdoor group activities; characteristics within teams

    Terminology for uniformed organisations: abbreviations, glossary of terms, communicating in the context of uniformed organisations e.g. language such as refs in, refs out, eyeball, sit rep, in situ, ten nine, pnc, vrm etc

    Reading – relationship to uniformed organisations: skimming, scanning and detailed reading of documents; barriers to effective reading

    Writing – relationship to uniformed organisations: structure and format of letters to personnel, internal memorandums; report writing; note taking; email

    Verbal communication – relationship to uniformed organisations: one-way/two-way communication, questioning skills, tone, emphasis, audience awareness, use of jargon, abbreviations, participating in group discussions; verbal presentations of basic information; barriers to verbal communication in situations

    Listening – relationship to uniformed organisations: effective listening skills; information collation; receiving orders and direction; barriers to effective listening

    Non-verbal communication: body language; gesture; facial expressions; eye contact; posture

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the purpose and importance of teamwork and communication skills	1.1	Identify teamwork and communication skills
		1.2	Describe the importance of teamwork and communication skills using examples from contrasting uniformed organisations
2	Understand effective communication methods of instruction in uniformed organisations	2.1	Explain the qualities of an effective instructor
		2.2	Demonstrate effective instruction skills
3	Be able to use a range of interpersonal communication skills	3.1	Contribute effectively to different team-building activities
		3.2	Use appropriate terminology within a given scenario
		3.3	Use interpersonal skills to effectively communicate with personnel in a given scenario
		3.4	Report on the effectiveness of various methods of interpersonal communication

Guidance

Delivery

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

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

Learning outcome 2 can be delivered using at least three approaches. Tutors can input information relative to the methods of instruction; however, it is important to ensure that this is at the right level – learners who are not at a supervisory level need to learn about the basics only.

Another approach can be to allow learners to research the organisation they are interested in, both inside and outside their immediate learning environment. A third approach to the delivery of this knowledge can be to combine the previous two approaches and then to facilitate learners in practising instructional methods themselves within their peer or similar group.

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

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

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

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

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

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

To show knowledge of the purpose and importance of teamwork and communication skills, learners will collate and present their research into two contrasting uniformed organisations.

To achieve 1.1, learners must be able to identify a range of teamwork and communication skills.

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

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

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

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

To achieve 3.2, learners could participate in a number of varied activities/role plays that have allowed them to use correct terminology in a given scenario.

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Tutor introduces the unit and outlines the assessment.
An introduction to what is meant by teamwork and communication skills, the different skills that this phrase can include. Tutor input/internet research on tutor-directed sites/case studies/classroom discussion.
Assignment 1 – What are Teamwork and Communication Skills? Small-group discussion. There should be witness statements/observation records/peer assessments to support the fact that learners have participated in a group discussion (1.1)
An introduction to the purpose and importance of teamwork in the uniformed organisations looking specifically at two organisations to allow learners to research and analyse how and why teamwork is important in the uniformed organisations. Tutor input/internet research on tutor-directed sites/case studies/classroom discussion.
Assignment 2 – Why are Teamwork and Communication Skills Important in Uniformed Organisations? To include learner-initiated private study (1.2)
Identifying the qualities of a good instructor, what they are and why they are important, including an opportunity for learners to demonstrate effective instructional skills. Tutor input/internet research on tutor-directed sites, case studies, classroom discussion.
Assignment 3 – What Makes an effective Instructor? To include learner-initiated private study (2.1) and learners demonstrating effective instruction skills supported by witness statements/observation records/ peer assessments/ photographic evidence to support the fact that learners have demonstrated the skills effectively (2.2)
An opportunity for learners to practically contribute to a number of different team-building activities.
Assignment 4 – Contributing to Team Activities. There should be witness statements/observation records/peer assessments/photographic evidence to support the fact that learners have participated in at least five different activities (3.1)
A review of a wide range of interpersonal communication skills is important in all uniformed organisations. Tutor input/internet research on tutor-directed sites/case studies/classroom discussion. A practical approach allowing learners to demonstrate a number of interpersonal skills in a variety of practical situations. This should be approached using a number of case studies and practical demonstrations.

Topic and suggested assignments/activities and assessment
Assignment 5 – The Use of and Need for Effective Interpersonal Communication Skills. To include learner-initiated private study as well as witness statements/observation records/peer assessments/photographic evidence to support the fact that learners have demonstrated interpersonal skills (3.2, 3.3, 3.4)
Review of unit to ensure all outcomes and indicative content covered.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	What are Teamwork and Communication Skills?	You are a new recruit about to join a uniformed organisation.	Small-group discussion
1.2	Why are Teamwork and Communication Skills Important in Uniformed Organisations?	The ability to use a range of skills is important to uniformed organisations. Members often work in teams that rely on each other to carry out their individual roles effectively and these skills will ensure that the job gets done. Research the importance of a range of these teamwork and communication skills, describing their importance and how they help get the job done.	Poster
2.1, 2.2	What Makes an effective Instructor?	You are working as an instructor at your local gym.	Report
3.1	Contributing to Team Activities	In a uniformed organisation you need to contribute to a number of key team-building activities.	Practical assessment
3.2, 3.3, 3.4	The Use of and Need for Effective Interpersonal Communication Skills	You are working as a team leader within your local voluntary organisation and part of your role is to help to develop your colleagues and improve their interpersonal skills.	Practical assessment Leaflet

Resources

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

Indicative reading

Textbooks

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

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

Unit 2:   Employment Skills in Uniformed Organisations

Unit reference number: **D/506/6140**

Level: **2**

Credit value: **5**

Guided learning hours: **30**

Unit aim

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

Unit introduction

Many young people decide from an early age that they want to join one of the uniformed organisations. It is true that these jobs can be rewarding and varied, but they also often bring their own challenges and risks.

This unit will give learners who have an interest in the uniformed organisations the opportunity to find out more about them and to broaden their knowledge of a whole range of organisations. This should then enable them to make the correct career choice based on knowledge gained rather than on their perceptions.

Learners will discover that the uniformed organisations have a central function within a modern society and provide structure and support to the values of a modern democratic society. They will also look at how the uniformed organisations have changed over recent years to reflect a multicultural society and to respond to political and economic developments.

The different organisations cover a variety of roles and each has clear responsibilities and accountabilities to the public and to others. It is important that learners have a good understanding of these responsibilities and of the many different roles of the uniformed organisations. This unit will provide information about the range of job opportunities within the organisations and enable learners to investigate the kind of work that uniformed organisation employees do on a day-to-day basis.

The conditions of service and training differ between the organisations and learners need to be aware of what is expected of them and the rewards and benefits of working in these different organisations. Learners will also gain awareness of the implications of working in the uniformed organisation, including leaving home where appropriate.

Learning outcomes

On successful completion of this unit a learner will:

1. Know the main roles of different uniformed organisations

2. Understand the main responsibilities of different uniformed organisations

3. Understand the different employment opportunities available in the uniformed organisations

4. Know the conditions of service for different uniformed organisation jobs.

Unit content

1. **Know the main roles of different uniformed organisations**

   Emergency services cadets: police; fire; ambulance

   The armed forces cadets: army; Royal Navy; Royal Marines; Royal Air Force

   Other uniformed organisations: e.g. scouting movement, church groups, community groups

   Purpose: organisational objectives; mission statements

   Roles: supporting when dealing with events; routine work; humanitarian work; disaster relief; working with local communities

2. **Understand the main responsibilities of different uniformed organisations**

   Responsibilities of different uniformed organisations: accountability, legal, professional and political; performance indicators, e.g. what they are, examples, effect on work; response to change, diversity; responsibility to public, including value for money, spending grants and donations wisely

3. **Understand the different employment opportunities available in the uniformed organisations**

   Uniformed organisation work: range of routine work undertaken; daily work routine; administrative work; work with other organisations and the public services; community work; implications of working in uniformed organisations on a personal level; positive and negative aspects of working in the services; examples of recent humanitarian work; roles at incidents

   Range: different operational jobs, e.g. youth worker, scout leader, officer in the Royal Navy Reserve, Territorial Army

4. **Know the conditions of service for different uniformed organisation jobs**

   Conditions of service: salary structure; holiday entitlement; benefits, e.g. gym use, accommodation, private medical insurance; retirement age; pension arrangements; sick pay; maternity/paternity provisions; postings; shift patterns; contracted hours; access to ongoing training; education

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the main roles of different uniformed organisations	1.1	Outline the main purpose of contrasting uniformed organisations
2	Understand the main responsibilities of different uniformed organisations	2.1	Describe the main responsibilities of contrasting uniformed organisations
3	Understand the different employment opportunities available in the uniformed organisations	3.1	Explain the different employment opportunities available in contrasting uniformed organisations
4	Know the conditions of service for different uniformed organisation jobs	4.1	Describe the current conditions of service for contrasting uniformed-related organisations

Guidance

Delivery

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

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

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

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

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

Assessment

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

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction – Overview of unit content.
Defining the uniformed organisations giving examples.
Learning outcome 1. Topic: roles of different uniformed organisations.
Suggested delivery methods – visits to the organisations, visiting speakers, case studies and videos/DVDs showing the uniformed organisations in action, recorded 'fly on the wall' TV programmes/clips showing real-life action in the organisations.
Assignment 1 – Roles of Different Uniformed Organisations Produce two posters for display at a careers exhibition. Each poster should outline the main purpose and roles of a uniformed organisation. The two organisations should be contrasting. (1.1)
Learning outcome 2. Topic – responsibilities of different uniformed organisations. Delivery methods as LO1.
Assignment 2 – Responsibilities of Different Uniformed Organisations Produce two leaflets for display at a careers exhibition. Each leaflet should describe the main responsibilities of a uniformed organisation. The two organisations should be contrasting. You should go into depth in your leaflets and explain the purpose, roles and responsibilities of each organisation. (2.1)
Learning outcome 3. Topic – employment opportunities available in uniformed organisations.
Assignment 3 – Employment Opportunities in Uniformed Organisations Produce an information leaflet for a careers evening that uses examples from a range of uniformed organisations and clearly outlines the different employment opportunities. Add notes to explain in detail the duties and day-to-day roles of a uniformed organisation employee in a specific organisation. (3.1)
Learning outcome 4. Topic – conditions of service for a chosen job.
Assignment 4 – Conditions of Service Give a verbal presentation describing the conditions of service and the training involved for a chosen job in each of two contrasting uniformed organisations. (4.1)
Review of unit to ensure all outcomes and indicative content covered.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	Roles of Different Uniformed Organisations	During your work experience placement in the careers office, you have been asked to prepare information posters for a careers exhibition.	Posters, leaflets
2.1	Responsibilities of Different Uniformed Organisations	During your work experience placement in the careers office, you have been asked to prepare information leaflets for a careers exhibition.	Leaflets
3.1	Employment Opportunities in Uniformed Organisations	During your work experience placement in the careers office, you have been asked to prepare a handout explaining the different employment opportunities available to the uniformed organisations.	Job description handout
4.1	Conditions of Service	During your work experience placement in the careers office, you have been asked to prepare a handout and presentation for a job interview showing the conditions of service for two contrasting jobs in the uniformed organisations.	Verbal presentation Handout

Resources

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

Indicative reading

Textbooks

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

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

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

Unit reference number: H/506/6141

Level: 2

Credit value: 5

Guided learning hours: 30

Unit aim

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

Unit introduction

There are a significant number of people employed in the uniformed organisations in this country, and although such organisations may be liable to public spending cuts, those services will always be required.

Anyone who applies for a job in the uniformed organisations will almost certainly face stiff competition from other applicants. The recruitment and selection process for most uniformed organisation jobs is usually quite a lengthy one. It is important that applicants are fully prepared before applying for a job and this unit will help them to achieve this.

Learners will investigate the entry requirements and different routes of entry for their chosen career, which may then give them several options for their future, such as going on to higher education, or gaining relevant voluntary or paid work experience before applying to enter their chosen organisation.

Learners will understand how uniformed organisations ensure that they are doing all they can to recruit a diverse workforce that reflects the society in the United Kingdom today. Learners could access equal opportunities policies from the internet and compare and discuss them.

Uniformed organisations' employees need to have particular skills and qualities that enable them to deal with the different situations they may encounter. Some uniformed organisations require certain levels of fitness and stamina to carry out the physical work involved. Others may require particular qualifications and training. Learners will investigate these requirements and carry out a personal audit of their skills and qualities.

Finally, learners will complete an application for a uniformed organisation job of their choice.

Learning outcomes

On successful completion of this unit a learner will:

1. Know the application and selection process for uniformed organisation employment

2. Know the skills and qualities required for a job in the uniformed organisations

3. Be able to complete an application for a role in a chosen uniformed organisation.

Unit content

1. **Know the application and selection process for uniformed organisation employment**

   Application process: entry requirements – educational, physical, medical and other requirements; application forms – types of forms and the requirements for completing forms including online applications; letters of application, personal statements and supporting information; CV – different formats, essential information, good and bad practice

   Selection process: types and purpose of psychometric tests; equal opportunity – ensuring diversity in recruitment; physical fitness tests; other types of selection tests including competency questions, basic skills tests, simulations and presentations; types of interview; dress code; preparation for interview, e.g. arrangements, potential questions, research; interview skills

2. **Know the skills and qualities required for a job in the uniformed organisations**

   Required skills: e.g. teamwork, cooperation, communication, problem solving, achieving aims, working with others; interpersonal skills, e.g. reading, writing, speaking, listening; non-verbal communication, e.g. body language, gestures, facial expressions, eye contact, posture; organisational skills; ICT skills

   Required qualities: e.g. honesty, integrity, reliability, punctuality, commitment, positive attitude to work, concern for others

   Roles: e.g. youth worker, scout leader, officer in the Royal Naval Reserve, Territorial Army

3. **Be able to complete an application for a role in a chosen uniformed organisation**

   Skills audit: identify personal strengths, weaknesses, areas of development

   Improve/develop own skills: training, educational, physical, interpersonal

   Skills map: map own skills to job role

   Action plan: identify goals; identify actions; set tasks; set timescales

   Application: completion of application process for chosen uniformed organisation role, e.g. CV, letter of application, application form, competency questions, fitness test, basic skills test as appropriate to the chosen role

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the application and selection process for uniformed organisation employment	1.1	Describe the current entry requirements for jobs in contrasting uniformed organisations
		1.2	Describe the application and selection process for contrasting jobs in uniformed organisations
2	Know the skills and qualities required for a job in the uniformed organisations	2.1	Describe the different skills and qualities required for a specific job in the uniformed organisations
3	Be able to complete an application for a role in a chosen uniformed organisation	3.1	Carry out a personal skills audit for a specified job in a uniformed organisation
		3.2	Complete an application for a job in a specific uniformed organisation

Guidance

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction – Overview of unit content.
Theoretical input – entry requirements, application and selection processes of the uniformed organisations. Application process: entry requirements – educational, physical, medical and other requirements; application forms. Selection process: types and purpose of competency-based questions, psychometric tests; ensuring diversity in recruitment; physical fitness tests; other types of selection tests, e.g. simulations and presentations; types of interview; approaches; dress code; preparation for interview. Visits to the organisations, visiting speakers, case studies and videos/DVDs, 'fly on the wall' TV programmes.
Assignment 1: Entry Requirements and Selection Process Learners could deliver a verbal presentation (supported with leaflets), suitable for school leavers attending a careers exhibition. Include notes to describe the current entry requirements for a chosen uniformed organisation. Describe the application and selection process for the chosen organisation. (1.1, 1.2).
Theoretical input – identification of skills required for uniformed organisations, e.g. leadership, cooperation, communication, problem solving, achieving aims, working with others; interpersonal skills: reading, writing, speaking, listening; non-verbal communication: e.g. body language, gestures, facial expressions, eye contact, posture; organisational skills, ICT skills.
Theoretical input – personal skills audit – group discussion, DVDs, case studies. Skills audit: identify strengths, weaknesses, areas of development.

Topic and suggested assignments/activities and assessment
Assignment 2: Skills in the Uniformed Organisations
Learners could produce a magazine article, suitable for a school/college newsletter, which outlines the skills required for different uniformed organisations. (2.1)
Theoretical – preparing an action plan – skills map: map skills to job. Action plan: identify goals; identify actions; set tasks; set timescales. Improve/develop skills: training, educational, physical, interpersonal.
Theoretical input – personal skills audit – group discussion, DVDs, case studies. Skills audit: identify strengths, weaknesses, areas of development.
Assignment 3: Personal Skills Audit
Complete a prepared logbook, recording where required skills have been demonstrated. Using the prepared worksheet provided, look at the skills listed and think about how you rate yourself (on a scale of 1–5). Learners need to carry out a skills audit analysing and evaluating their skills against a given role in a uniformed organisation and identifying their strengths, weaknesses and areas for development. (3.1)
Assignment 4: Application Form
Produce a guidance booklet or guidance notes which outline, step by step, with suitable dates, the actions to take to prepare for applying to a chosen uniformed organisation. Prepare an application for a job role in a uniformed organisation. (3.2)
Review of unit to ensure all outcomes and indicative content covered.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the criteria in the assessment grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Entry Requirements and Selection Process	Working with the careers officer in a uniformed organisation, you have been asked to prepare information for a careers exhibition.	Verbal presentation Leaflet, booklet, poster
2.1	Skills in the Uniformed Organisations	Working with the careers officer in a uniformed organisation, you have been asked to prepare information for a careers exhibition.	Magazine article
3.1	Personal Skills Audit	As a prospective interviewee, you need to carry out a skills audit for a job in a uniformed organisation.	Completed logbook Completed worksheet
3.2	Application Form	As a prospective interviewee, you need to complete an application for a job in a uniformed organisation.	Completed application process.

Resources

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

Indicative reading

Websites

Careers advice   www.nationalcareersservice.direct.gov.uk

Unit 4: Improving Health and Fitness in Uniformed Organisations

Unit reference number: M/506/6143

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

Uniformed organisations often require active participation. The roles are frequently active and physical, meaning that people taking part in the activities need to be fit.

This unit will help learners to understand the importance of personal health and lifestyle and the impact this has on their fitness. It will give them the opportunity to take part in various fitness tests and assess their fitness levels in relation to the standards required for participation. They will also gain the knowledge to be able to plan and develop their own training programme.

This unit will introduce learners to an understanding of basic anatomy and physiology. They will learn the effects that exercise will have on these systems, both in the short and the long term, and through this learners will have a better understanding of how they can train and develop effectively.

Learners will expand their knowledge of the importance of lifestyle and nutrition and the effect of these on their fitness. They will understand what is required from a balanced diet for nutritional health and the impact of good and bad nutrition. Learners will look at how various aspects of lifestyle can be beneficial or detrimental to their health and fitness.

This unit will give learners the opportunity to research and undertake some of the fitness tests that are carried out. They will understand why such tests take place and their relevance.

Learning outcome 4 gives learners the opportunity to increase their knowledge of various training methods and programmes used to assess and develop the individual's fitness. This will give all learners the knowledge to develop an individual health improvement programme.

Learning outcomes

On successful completion of this unit a learner will:

1. Know the major body systems associated with a healthy lifestyle

2. Understand the effect of basic nutrition and lifestyle factors on fitness

3. Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations

4. Be able to participate in a personal health improvement programme.

Unit content

1. **Know the major body systems associated with a healthy lifestyle**

   Definitions and explanations: fitness; health; wellbeing; nutrition; lifestyle

   Body systems: major systems associated with health and fitness – skeletal, muscular, respiratory, cardiovascular; structure and function

   Effects of exercise on the systems: short-term effects; raised heart rate, increased respiration, blood flow; long-term effects; lowered heart rate, lowered blood pressure, improved strength, improved muscle tone; effects on stamina, weight, cholesterol, digestion

   Effects of lifestyle on the systems: short-term effects of stress, drugs, alcohol, smoking, sleep; long-term effects

   Benefits of exercise: physical, mental and social

2. **Understand the effect of basic nutrition and lifestyle factors on fitness**

   Nutrition: food groups – carbohydrates, sugar, proteins, fats, vitamins, minerals, fibre, water, iron levels

   Diet: what is diet; types of diets (e.g. vegan); healthy eating; balanced diet; eating for an active lifestyle

   Lifestyle: diet; active lifestyle; exercise, planned, occasional, casual; sport; addiction, drugs, alcohol, smoking; long-term and short-term effects on fitness

   Impact of good and bad nutrition: hypoglycaemia; diabetes; obesity; cholesterol; blood pressure; heart disease

   Food diaries: type of food, timings, amounts, feelings; the 'eatwell' plate; food myths

   Effects on fitness: nutrition awareness; physical efficiency, maintains good health

3. **Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations**

   Components of fitness: skill-related fitness; health-related fitness; strength; speed; muscular endurance; cardiovascular endurance; flexibility; agility; coordination; reaction time

   Testing methods: performance testing; test protocol; purpose of tests, strength, stamina; content of tests, multi-stage fitness test, sit-ups, press-ups, 1.5-mile run

   Reasons: assess current levels; monitor; progression; set goals; motivation; feedback from training programme; benchmark after returning from injury; use of repeat tests to establish gains; annual fitness checks

4. Be able to participate in a personal health improvement programme

Personal health improvement programmes: nutrition; fitness; lifestyle factors

Target setting: SMART – specific, measurable, achievable, relevant, time

Training: FITT – frequency, intensity, type, time; types of training methods; continuous training – running; swimming, cycling; cross training; circuit training; weightlifting

Programme design: SPORT – specific, progressive, overload, relevant, time

Review: feedback from tutor; feedback from uniformed organisation personnel; feedback from peers; against original targets; set new targets

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the major body systems associated with a healthy lifestyle	1.1	Define key terms associated with a healthy lifestyle
		1.2	Describe the effects of exercise on the body systems associated with health
		1.3	Outline the health benefits of exercise
2	Understand the effect of basic nutrition and lifestyle factors on fitness	2.1	Keep a detailed personal food and lifestyle diary
		2.2	Explain the effect of basic nutrition and lifestyle factors on fitness
3	Be able to take part in fitness tests in order to appreciate the requirements of the uniformed organisations	3.1	Describe different methods of fitness testing in contrasting uniformed organisations
		3.2	Participate in recognised fitness tests effectively
4	Be able to participate in a personal health improvement programme	4.1	Plan a suitable personal health improvement programme
		4.2	Participate in a personal health improvement programme effectively

Guidance

Delivery

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

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

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

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

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

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

Assessment

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

Learners must meet all assessment criteria to pass the unit.

The centre will devise and undertake the assessment of learners.

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

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

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

For 2.1 and 2.2, learners could be assessed through the recording of personal nutritional information mapped against recommended intake. This information regarding lifestyle and nutrition and the impact on the individual's fitness will give learners a better understanding of the effect on them and their performance.

The suggested scenario gives a framework for placing this within the vocational context of a potential recruit to a uniformed organisation.

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction to unit content.
Tutor introduces the unit and outlines the assessment.
Definitions and key terms associated with a healthy lifestyle.
Body systems – structure and function.
Effects of exercise practical.
Effects of exercise theory.
Effects of lifestyle theory.
Effects of lifestyle – lifestyle analysis.
Benefits of exercise.
Guest speaker visit from a uniformed organisation.
Assignment 1: The Effects of Exercise (1.1, 1.2, 1.3)
Nutrition and diet.
The impact of good and bad dietary habits.
Food diaries.
Assignment 2: Food and Fitness Diaries (over a period of 6-8 weeks) (2.1, 2.2)
Components of fitness.
Fitness testing – protocols and purpose.
Fitness testing – reasons.
Fitness testing – practical.
Assignment 3: Fitness Testing (intermittent throughout course) (3.1, 3.2)
Elements of personal health development programme.
Target setting.
Training programme – design and review.
Assignment 4: Plan a Personal Health Development Programme – Participation and Review (4.1,4.2)
Review of unit to ensure all outcomes and indicative content covered.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	The Effects of Exercise	As a fitness coach, you have been asked to examine the effect of exercise and lifestyle on the major body systems.	Small-group Leaflets and posters suitable for display in a fitness centre
2.1, 2.2	Food and Fitness Diaries	As a potential recruit to a uniformed organisation, you have been asked to produce a fitness and food diary.	Fitness and food diary Report
3.1, 3.2	Fitness Testing	As a careers adviser you have been asked to produce a report on the fitness tests	Report
4.1, 4.2	Plan a Personal Health Development Programme – Participation and Review	As a fitness coach, you have been asked to plan and test a personal health development programme for a group of new recruits for the uniformed organisation.	Report, log

Resources

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

Access to a sports hall, fitness training and fitness testing equipment is an essential part of the delivery of this unit. Staff must be qualified to the relevant level to lead practical sessions. Sufficient library resources should be available to enable learners to achieve the level of knowledge required for this unit.

Indicative reading

Textbooks

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

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

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

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

Websites

Food Standards Agency   www.food.gov.uk

NHS Choices   www.nhs.uk/livewell/healthy-eating/pages/healthyeating.aspx

Unit 5: Personal Development through Adventurous Activities

Unit reference number: L/506/6148

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

Outdoor adventurous activities develop many skills, including communication, leadership, discipline and trust. Learners will investigate the benefits from participating in such activities while building their confidence and working as part of a team. The unit also looks at local and national youth and community projects, many of which have links with uniformed organisations.

This is a practical unit that will encourage learners to participate in outdoor pursuits, both individually and in teams, and will provide elements of challenge and enjoyment. It offers the opportunity for guest speakers to visit the centre and for learners to visit some of the many organisations that provide outdoor adventurous activities.

For this unit learners must participate in at least two outdoor adventurous activities that are supervised by qualified personnel. Learners review their participation by recognising the personal benefits gained and the skills and techniques learned or developed.

Learning outcomes

On successful completion of this unit a learner will:

1. Know about organisations that provide adventurous activities

2. Know the factors relating to outdoor adventurous activities

3. Be able to participate in outdoor adventurous activities

4. Be able to review the adventurous activities.

Unit content

1. Know about organisations that provide adventurous activities

Adventurous activities: e.g. hill walking; mountaineering; orienteering; rock climbing; abseiling; caving; potholing; camping; canoeing; kayaking; white-water rafting; sailing; windsurfing; mountain biking; off-road cycling; pony trekking; skiing; residential

Organisations providing adventurous activities: AALA; Countryside Agency; governing bodies; army, National Trust; private businesses

Projects that use adventurous activities: e.g. Prince's Trust; Duke of Edinburgh's Award; cadet groups; voluntary organisations; youth clubs; Scout and Guide associations; community projects; Armed Service Look at Life courses; YMCA; YHA

2. Know the factors relating to outdoor adventurous activities

Benefits: e.g. skill development; self-confidence; teamwork; fitness; enjoyment; sense of achievement; benefits to organisation; benefits to uniformed organisations; benefits to individual groups

Environmental factors: e.g. erosion; pollution; Countryside Code; CRoW Act 2000; rights of way

Safety factors: e.g. health and safety; risk assessments; first aid; staff qualifications; correct clothing; working with children including children's safety, Criminal Records Bureau (CRB) check

3. Be able to participate in outdoor adventurous activities

Responsibilities: e.g. consent forms; insurance; staff qualifications; contingency plan for bad weather; residential opportunities; group equipment; personal equipment; nutrition and drink; transport and travel; ability of individuals; conduct; ethics; funding, trips and visits, staffing, security of premises, child protection, record keeping

Review: specific; measurable; achievable; realistic; time bound (SMART targets); strengths; areas for improvement; most challenging; new activities

4. Be able to review the adventurous activities

Involvement of uniformed organisations: purpose; types of projects including support for disabled people, disadvantaged people; elderly, young offenders, non-attendees at school; uniformed organisation involvement; advisory roles; reduction of crime; speakers; charity; benefits to the uniformed organisations

Uniformed organisation projects: youth projects intended to give young people opportunities to participate in adventurous activities; developing personal skills and abilities; how adventurous activities are used to develop skills; community projects to give participants of all ages opportunities to take part in activities, e.g. walks, outdoor activities for the disabled, athletics, caving

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know about organisations that provide adventurous activities	1.1	Describe a range of adventurous activities provided by organisations
2	Know the factors relating to outdoor adventurous activities	2.1	Describe a range of factors relating to adventurous activities
3	Be able to participate in outdoor adventurous activities	3.1	Participate in appropriate outdoor adventurous activities
4	Be able to review the adventurous activities	4.1	Review the outdoor adventurous activities undertaken
		4.2	Review the involvement of uniformed organisations in a range of adventurous activities

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

Guidance

Delivery

This unit should be mostly practical, encouraging learners to participate in outdoor adventurous activities individually and in teams, as well as in the different youth and community groups and national projects such as the Duke of Edinburgh's Award. Learners would benefit from visits to different groups, a residential stay or attendance on one of the armed forces' 'Look at Life' courses. Learners will also benefit from listening to visiting speakers. Uniformed organisations are very proud of their involvement in outdoor adventurous activities and with youth and community groups, but tutors will need to plan in advance for a visit or for speakers to attend as demand is high.

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

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

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

Assessment

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

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

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction to unit Establish previous experiences of the group in adventurous activities.
Outdoor adventurous activities – list the categories. Group work on organisations and provision, youth and community projects, residential opportunities. Presentation of their findings.
Factors – benefits for the individual and uniformed organisations. Environmental issues and current legislation covering the countryside; safety issues and recent legislation for taking groups outdoors.
Assignment 1 – Adventurous Activities in the UK Booklet/poster on a particular activity or group of activities and the factors that relate to it/them. (1.1, 2.1)
Participate in activities – equipment and clothing required, facilities and environments. Land based: climbing, abseiling, hill walking; water based: sailing, canoeing, kayaking. Use the uniformed organisations to run activities.
Assessment 2 – Participation in Adventurous Activities Log/diary of activities undertaken; observation forms and witness statements from peers and leaders. (3.1)
Review of activities; SMART targets, strengths and areas for improvement. How uniformed organisations can have an effect on society.
Assignment 3 – Review of Participation in Adventurous Activities Individual or group presentation of activities undertaken and recommendations. (3.1, 4.1, 4.2)
Unit and assessment review

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the criteria in the assessment grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1 2.1	Adventurous Activities in the UK	As a prospective uniformed organisation instructor, you have been asked to research the provision of adventurous activities nationally.	Booklet or poster describing a range of adventurous activities including the factors relating to them
3.1	Participation in Adventurous Activities	As a member of a uniformed organisation, you have been asked to try out a number of adventurous activities and feel the benefits.	Logbook or diary of participation accompanied by observation records and/or witness statements
4.1, 4.2	Review of Participation in Adventurous Activities	As a member of a uniformed organisation, you have been asked to review your participation in adventurous activities. How did you do? How did the team get on?	Individual or group presentation which reviews both individual participation and uniformed organisation participation

Resources

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

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

Indicative reading

Textbooks

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

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

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

Journal

Canoe Focus

Websites

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

Unit 6: Land Navigation by Map and Compass

Unit reference number: R/506/6152

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

Uniformed organisations often operate outdoors, so the ability to read maps and use them in relation to a compass is vital. Learners will be required to plan and undertake a route that has minimum impact on the countryside. They will also investigate considerations such as access laws, the Countryside Code and safety issues.

Learners should be given the opportunity to practise their navigation skills and gain an insight into the training undertaken by the uniformed organisations. These skills, and others such as communication, leadership, discipline and trust, are important to anyone wishing to participate in the uniformed organisations.

On completion of the unit learners should be able to plan a route on a route card, identify conventional map symbols, use a compass, comment on environmental issues and undertake the route safely.

Learning outcomes

On successful completion of this unit a learner will:

1. Know how to read a map accurately

2. Know how to use a compass

3. Be able to use route planning skills

4. Be able to undertake a route.

Unit content

1. Know how to read a map accurately

Map reading skills: Ordnance Survey maps; conventional signs; contours; grid references; orienting map to ground; relating ground to map; understanding scale; calculation of time and distance; using a map to plan a route

2. Know how to use a compass

Using a compass: compass points; features; use and care; taking bearings from a map; magnetic bearings and variation; difference between mils and degrees; direction without a compass; use at night and in limited visibility; finding direction without a compass

2. Be able to use route planning skills

Route card: details; group; day; date; times; legs; grid references; height; distance; rest stops; timings; comments; consideration of group capabilities; weather information; escape routes; effects of gradient; types of terrain

4. Be able to undertake a route

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

Environmental issues: access laws; Countryside and Rights of Way (CRoW) Act 2000; Countryside Code; minimum impact of the route on the environment

Review: strengths of self and group; areas for improvement; recommendations for future route planning

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know how to read a map accurately	1.1	Describe the conventional signs on a map correctly
		1.2	Explain grid references operate on a maps
2	Know how to use a compass	2.1	Describe the main features of a compass
		2.2	Describe how to take bearings from a compass
3	Be able to use route planning skills	3.1	Produce a route card for a planned route to a given destination
		3.2	Identify environmental issues associated with a planned route
4	Be able to undertake a route	4.1	Undertake a planned route using map and compass with route card

Guidance

Delivery

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

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

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

Assessment

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

The assessment for the unit should be as practical as possible, though there needs to be some theory work for learning outcomes 1 and 2. To achieve 1.1, learners should describe the conventional signs on an Ordnance Survey map. This could be evidenced in various ways, for example in written format, presentation, completion of a worksheet or a poster. To achieve 1.2, learners need to explain how grid references operate on a map, setting out clearly the purpose and reasons for using grid references when navigating.

To achieve 2.1, learners must describe the main features of a compass. It is not sufficient simply to demonstrate the operation of the compass, but learners must describe the main features. To achieve 2.2, learners need to demonstrate how to take bearings from a compass. This should be undertaken in a practical activity and ideally evidenced through the use of a tutor-completed observation record.

For 3.1 learners will be required to produce a route card of the planned route to a given destination using the necessary planning skills, which will need to take account of the environmental factors associated with the route for 3.2. For 3.2, it is important that the environmental issues should be identified prior to commencing the walk. When assessing this it is important that learners identify the potential environmental impact of their walk. Will the route affect the landscape? For example, are they crossing any open ground or are they following set footpaths? It is the impact of their actual walk that must be considered, not any future walks, and this has caused confusion in the past. Learners must ensure that they have made reference to the items in the unit content, including the Countryside Code and the CRoW Act (2000) and any subsequent legislation that may be introduced during the life of this specification. The environmental issues should also be fully identified before venturing out into unfamiliar territory.

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction to the unit – previous experience of outdoor pursuits.
Tutor input: maps – different types and scales; signs, contours, grid references.
Compass – main features, care and use, taking bearings, demonstration of use.
Assignment 1 – The Use of Map and Compass for Land Navigation (1.1, 1.2 2.1, 2.2)
Route planning – route cards; group work; weather forecast; destination; timings.
Safety and environmental factors – access laws, legislation; Countryside Code.
Assignment 2 – Complete a Route Card for a Planned Journey (3.1, 3.2)
Undertaking the route – clothing and footwear; navigational skills; group capability.
Review of the route and the planning.
Assignment 3 – Review and Recommendations of the Planning and the Route (4.1)
Review of unit and assignment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the criteria in the assessment. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2 2.1, 2.2	The Use of Map and Compass for Land Navigation	Learners produce a poster showing how maps are read and also the main features of a compass.	Poster Observation record Report
3.1, 3.2	Complete a Route Card for a Planned Journey	Learners complete a route card, which includes all of the details as listed in the unit content for learning outcome 3. Learners should then identify the environmental issues associated with the planned route.	Completed route card Leaflet identifying environmental issues
4.1	Review and Recommendations of the Planning and the Route	Learners should undertake the planned journey using the route card, map and compass.	Observation record Additional supporting evidence

Resources

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

Indicative reading

Textbooks

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

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

Websites

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

Duke of Edinburgh's Award   www.theaward.org

Ordnance Survey   www.ordnancesurvey.co.uk

Unit 7: Expedition Skills

Unit reference number: H/506/6155

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

For many years uniformed organisations have used expedition training to develop various qualities and attributes of their personnel, both enhancing and complementing their service training. Through this unit learners will gain an insight into and understanding of the reasons for carrying out an expedition and will look at the skills required to take part in an expedition, as used by many uniformed organisations.

Learners will gain a greater understanding of their own needs and values when leading or taking part in a day or overnight expedition. The unit will enable learners to develop their knowledge and understanding of the equipment needed for such a venture and will help them make informed judgements when selecting equipment for the expedition.

Environmental issues are also covered, giving learners an understanding of government legislation and the impact of an expedition on the countryside. Any expedition, whether a day or overnight experience, requires first-class planning and learners should experience the whole decision-making process, which is vital to the organisation of a successful, safe and enjoyable expedition. This includes preparing a thorough route card of the journey, completing risk assessments and being aware of the hazards that can occur on the expedition.

Some learners may already have transferable skills or knowledge associated with experience gained with uniformed organisations or through the Duke of Edinburgh's Award or even with family or friends. This unit will give them the opportunity to improve and expand on their knowledge, improve their skills and techniques, as well as harness their leadership qualities. The unit culminates in learners taking part in the expedition and evaluating the process and the experience gained, this will allow them to establish areas for improvement.

Learning outcomes

On successful completion of this unit a learner will:

1. Know the correct equipment required for an expedition

2. Understand the planning necessary for an expedition

3. Be able to participate in an expedition

4. Be able to review an expedition.

Unit content

1. Know the correct equipment required for an expedition

Day expedition: personal equipment, layering system; jackets; trousers; socks; thermals; hats; gloves; fleeces; footwear; waterproofs; gaiters; walking poles; map and compass; torch; rucksack

Overnight expedition: e.g. spare clothes; towel; toiletries; tent; sleeping bag and mat; stove; food; sanitation

Safety equipment: first-aid kit; survival/bivvy bags; whistle, flares; emergency rations; sun cream; insect repellent

Use of equipment: usage of equipment; types and designs; care and maintenance of equipment

2. Understand the planning necessary for an expedition

Planning for day expedition: aims and objectives; individual and group ability; destination; transport; cost; time available; equipment; route plan; navigational skills; health and safety issues; risk assessments; first aid; weather forecast; permission; consent forms; emergency procedures; accommodation; Countryside Code; risk assessments; legislation; rights of way

Planning for overnight expeditions: includes day expedition content; location; accommodation; menus; tent groups; camp craft; hygiene; weather information

3. Be able to participate in an expedition

Route planning: equipment, e.g. maps; compasses; route cards; destination; date; times; legs; grid references; bearings; distances; height gained or lost; rest stops; total time; escape route

Roles and responsibilities: day expedition, e.g. navigate planned route; use of map and compass; different types of terrain; individual and group capabilities; teamwork; communication skills; applying the Countryside Code; minimal impact on the environment

Overnight expedition: setting up camp; camp craft; cooking food; taking down camp, weather information

4. Be able to review an expedition

Evaluation: ways to judge achievement of aims and objectives, travel; accommodation; value for money; ways to judge individual and group strengths and areas for improvement; evaluation conclusions including recommendations for improvements

Benefits of expeditions: skill development; communication; teamwork; cooperation; self-confidence; problem solving; physical benefits; planning

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know the correct equipment required for an expedition	1.1	Describe the appropriate equipment needed for a given expedition
		1.2	Describe the use of safety equipment for a given expedition
2	Understand the planning necessary for an expedition	2.1	Explain the planning needed for a given expedition
		2.2	Produce an appropriate route card for a given expedition
3	Be able to participate in an expedition	3.1	Participate in an expedition identifying own roles and responsibilities
4	Be able to review an expedition	4.1	Reflect on individual performance from the expedition
		4.2	Reflect on team performance from the expedition

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

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Guidance

Delivery

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

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

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction to the unit and previous experience from the group
Tutor input and demonstration of equipment required for expeditions.
Equipment required – personal, group and safety.
Different types and materials of equipment, care and maintenance.
Assignment 1: Expedition Equipment (1.1, 1.2)
What equipment is necessary, what do individuals have and what do they need for the expedition? Highlight the safety equipment needed for both day and overnight expeditions.
Case study of different types of expeditions using articles from magazines, journals, websites.
Planning – cost, transport, destination, health and safety, risk assessments, consent forms – group work on the various elements of the planning. To include tutor input.
Group work – each group is in charge of a particular part of the planning, with regular meetings as a class to discuss progress.
Workshop: route planning – map and compass, route card, Countryside Code.
Assignment 2: Planning for an Expedition (2.1, 2.2)
Report explaining planning needed.
Complete a route card of the journey. Work in small groups to decide the grid references, height gained and lost, time required.
Expedition – camp craft, complete route, roles and responsibilities of individuals and team, use of map, compass and route card, Countryside Code. Group work on the route and/or the overnight stay. Navigational skills, pacing, communication skills, environmental responsibilities, cooking food on stoves, taking down camp – if applicable.
Assignment 3: The Expedition (3.1)
Including tutor input, discussions and review of the expedition.
Review of expedition – benefits, individual and team performance.
Presentation of feedback from expedition.
Assignment 4: Review of Expedition (4.1, 4.2)
Findings and areas for improvement.
Review of unit and assessment

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, criteria in the assessment grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Expedition Equipment	As a member of a uniformed organisation, list the equipment needed for an expedition – what you have and what you need.	Booklet
2.1, 2.2	Planning for an Expedition	As an expedition leader, decide with the group the destination, route, transport and costs of the expedition.	Assignment and route card
3.1	The Expedition	As a group, carry out an expedition.	Feedback – logbook, report, timing
4.1, 4.2	Review of Expedition	Present your findings from the expedition.	Presentation Individual and team review

Resources

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

Indicative reading

Textbooks

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

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

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

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

Journals

Summit magazine

Trail

Websites

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

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Unit 8: Fundamentals of Nautical Studies

Unit reference number: T/506/6161

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

Within this unit, learners will begin to develop knowledge and skills needed to undertake short passages in inshore waters. The unit follows a logical progression split into distinct sections.

The navigational section introduces learners to various types of charts and their information that is relevant for the practical work that follows at a later stage. Learners will look at how to use charts to plot positions and calculate bearings and distances between two points. The unit gives learners an understanding of the characteristics of weather fronts and the formation of sea and land breezes. They will learn the sources of weather information and, using an example of an inshore forecast, they will be able to interpret this information in the context of a vessel at sea. They will gain an understanding of the specific effects on boat handling of wind, fog and rainfall, which prepares them for water-borne practical activity. Their understanding will be developed to a level where they can produce a viable plan for a short sea passage, which takes into account nautical hazards plotted on their route and possible alternative harbours should weather or sea conditions change.

The unit supports the development of practical skills in seamanship, rope work and boat handling under power or sail and it is expected that all learners will undertake at least 12 hours' practical boat handling to include manoeuvring under power or sail. This can be achieved either by short regular experience in boats or by a single practical session of two or three days aboard a large vessel, such as through a sail training trust for those establishments not close to a marine environment. This unit develops an understanding of the types of local uniformed organisations operating in a marine context as well as specialised agencies such as the Maritime and Coastguard Agency and the Royal National Lifeboat Institute. Learners will cover a variety of methods for summoning assistance from these agencies and reach an understanding of the applicability and limitations of these methods.

This unit supports the development of self-confidence and teamwork and provides the framework for learners to gain a better understanding of incidents at sea and the prevention of such incidents. The unit covers some of the Royal Yachting Association (RYA) Day Skipper Shore-based course and Level 2 RYA Dinghy Sailing, Level 2 RYA Power Boating and Level 2 RYA Competent Crew.

Learning outcomes

On successful completion of this unit a learner will:

1. Be able to apply the fundamental elements of navigation

2. Know how to receive and interpret weather information

3. Be able to demonstrate the ability to handle a boat under sail or power

4. Understand how to summon assistance from the emergency services when in distress.

Unit content

1. Be able to apply the fundamental elements of navigation

Navigational skills: different types of nautical charts, e.g. Admiralty, Imray, Stanfords; conventional symbols including finding a position using latitude and longitude; True North; Magnetic North; coastline; depth contours; yacht marina; visitors' mooring; visitors' berth; jetty; breakwater; harbour; slipway; anchorage; ferry; castle; church; spire; fort; lighthouse; leading lights; sector lights; rock which does not cover; rock which covers and uncovers; rock awash at the level of chart datum; wreck showing any portion of hull or superstructure at the level of chart datum; wreck over which the exact depth of water is unknown and which is considered dangerous to surface navigation; compass rose; variation and deviation; application of compass deviation to courses; International Association of Lighthouse Authorities (IALA); Region A buoyage system, i.e. lateral marks; cardinal marks; isolated danger marks; safe water marks

Chartwork: meaning and use of common chart symbols; measuring distance between two points using minutes of latitude; plotting positions using latitude and longitude; dead reckoning (DR); passage planning; three-point position fixing (given bearings)

Seamanship: rules of the road applicable to vessels under way and making way in sight

Rope work: reef knot; figure of eight; bowline; round turn and two half hitches; clove hitch; sheetbend; meaning of basic nautical terminology, e.g. bow, stern, cockpit, pulpit, cleat, fairlead, port, starboard, windward, leeward, astern, ahead

2. Know how to receive and interpret weather information

Meteorology: sources of weather information, e.g. inshore shipping forecast, local radio and television, coastguard VHF radio, newspapers; sea breezes; land breezes; weather fronts; extraction of basic information on the effect of weather on visibility; boat handling and sea state, e.g. fog, rainfall, wind

3. Be able to demonstrate the ability to handle a boat under sail or power

Under sail: sailing a boat through a triangular course which includes a windward leg; taking in a reef; man overboard drill; use of warps in mooring; basic bends and hitches in preparation of running gear ready for sailing and coming alongside

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

4. Understand how to summon assistance from the emergency services when in distress

Types of emergency services available to assist personnel and vessels in distress at sea: Royal National Lifeboat Institution (RNLI); Maritime and Coastguard Agency; Air Sea Rescue Services; Harbour Masters

Methods of summoning assistance in times of distress: Very High Frequency (VHF) radio; Immediate Assistance (MAY DAY) and Urgency (PAN PAN) calls; distress flares – red, orange smoke, parachute rocket, mini flares; sound signals, e.g. voice and fog horn

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Be able to apply the fundamental elements of navigation	1.1	Identify conventional symbols for different types of nautical charts
		1.2	Plot position by latitude and longitude, measuring distance between two points on a named chart by minutes of latitude, showing the true bearing between two named points
		1.3	Correctly follow the main rules of the road applicable to vessels in sight under way and making way
2	Know how to receive and interpret weather information	2.1	Outline the sources of weather information available for those undertaking a coastal cruise
		2.2	Describe the effects of different types of weather on a vessel undertaking a short passage
3	Be able to demonstrate the ability to handle a boat under sail or power	3.1	Prepare a powered or sailing vessel for sailing and coming alongside
		3.2	Use appropriate sailing skills in a vessel under power or sail while under close supervision with an instructor on board
4	Know how to summon assistance from the emergency services when in distress	4.1	Outline the emergency services available to assist vessels in distress at sea

Guidance

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Unit introduction and assessment methodology
Health and safety briefing to ensure that all learners are aware and acknowledge the health and safety requirements of the unit.
Teaching activity – learning outcome 1 introduction to charts and their symbols.
Learner-led activity – examination of various charts, measuring distances using minutes of longitude and latitude.
Teaching activity – seamanship and rules of the road applicable to vessels.
Learner activity – case study analysis to apply knowledge of seamanship.
Teaching activity – demonstration of various knots and techniques involved in rope work.
Learner activity – practical rope work.
Assignment 1: Charts and Chart Use (1.1, 1.2)
Practical assessment exercise involving tutor observation and questioning in a simulated scenario.
Introduction of learning outcome 2.
Teaching activity – sources of weather information.
Learner research – investigation of a variety of weather information sources.
Assignment 2: The Weather and Its Effects (2.1, 2.2)
Learner presentation and passage plan.
Introduction to learning outcome 3.
Teaching activity – demonstration of practical skills required to handle a boat under sail or power.
Learner activity – practical skills development of handling a boat under sail or power.
Assignment 3: Practical Boat Handling Skills (1.3, 3.1, 3.2)
Observation of learner skills.
Introduction to learning outcome 4.
Teaching activity – emergency services available to assist in a distress situation and ways to summon assistance.
Learner case study analysis, using videos or journals as appropriate, looking at distress situations and the assistance that was given.
Assignment 4: Assistance Available (4.1)
Formal report linked to a case study analysis.
Assessor feedback.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Charts and Chart Use	Skills-based scenario assessment involving part of a selection process for a nautical team in the uniformed organisation.	Observed demonstration
2.1, 2.2	The Weather and Its Effects	As part of the induction to the nautical team you have been charged with investigating weather information sources and then developing a passage plan utilising the skills gained so far.	Presentation with accompanying passage plan
3.1, 3.2	Practical Boat Handling Skills	To continue working in the nautical team, you must demonstrate competent skills when handling a boat.	Learner skill demonstration
4.1	Assistance Available	As part of your induction to the nautical team you have been asked to prepare a report on the assistance available and how to access it.	Report

Resources

This unit has the following requirements:

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

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

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

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

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

Admiralty Chart 5011

Admiralty Nautical Charts

Imray Nautical Charts

Stanfords' Nautical Charts.

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

Indicative reading

Textbooks

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

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

Journals

Motor Boats and Yachting

Yachting Monthly

Websites

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

Unit 9:   Volunteering

Unit reference number: F/506/6163

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

Why should anyone give up their time to carry out work without getting paid? This unit aims to answer that question and also to enable learners to understand the benefits to be gained by volunteering, and why volunteering is so important to many organisations. Many of these organisations rely on volunteers to supplement the work of their paid staff; others are run and funded solely by volunteers.

Volunteers play a vital part in many uniformed organisations. Through volunteering, learners can develop their existing skills and gain important new skills that are valued by all the services. It is often difficult for learners to gain work experience and volunteering is one way of overcoming this. They may also have the opportunity to work alongside people from different cultures and backgrounds, and to work with people with disabilities, which would be useful experience when seeking employment.

In this unit learners will investigate the range of volunteering opportunities available. They will also consider the various skills required for these areas of voluntary work.

Finally, learners must participate in some form of voluntary work in an area of their choice – this could be taking part in a one-off event for charity or carrying out voluntary work for a period of time. They should investigate how to apply for voluntary work and how to carry out any planning involved. There are no minimum hours specified for this activity, but tutors should use their discretion as to whether the volunteering activity will allow learners to gain the knowledge and experience necessary to achieve the learning outcomes.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand the importance of volunteering in uniformed organisations

2. Know the different types of voluntary work available

3. Understand the skills required for voluntary work

4. Be able to undertake voluntary work.

Unit content

1. Understand the importance of volunteering in uniformed organisations

Importance of volunteering to organisations: provide expertise; provide time; provide extra help; provide new ideas; respond in an emergency, raise funds

Benefits of volunteering to learners: gain new life skills, develop existing skills, diversity awareness

2. Know the different types of voluntary work available

Volunteering situations: e.g. conservation projects, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, Red Cross, St John Ambulance, cadets (police, fire, army, RAF etc), charity fundraising events, charity shops, animal sanctuaries

3. Understand the skills required for voluntary work

Skills for voluntary work: general skills/qualities, e.g. honesty, commitment, reliability, cheerfulness, empathy, reliability, dedication, punctuality; communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental; specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, computer skills, sign language, physical fitness, first aid

4. Be able to undertake voluntary work

Undertake voluntary work: suitable work that matches skills and interests, e.g. helping at cadets, organising fundraising events, Red Cross Emergency Responders, St John, working in community, working in animal sanctuary, Police Specials, working with people with disabilities, youth work, visiting elderly people, taking part in an organised event, street collecting etc; planning voluntary work; applying for voluntary work

Apply for volunteering work: letter, face to face, telephone, application form, online

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand the importance of volunteering in uniformed organisations	1.1	Explain why volunteering is important in uniformed organisations
		1.2	Discuss the benefits to be gained from undertaking volunteering activities
2	Know the different types of voluntary work available	2.1	Identify the different types of voluntary work available
3	Understand the skills required for voluntary work	3.1	Explain the skills required for voluntary work
4	Be able to undertake voluntary work	4.1	Carry out voluntary work

Guidance

Delivery

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

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

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

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

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

Assessment

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
Topic – the importance and benefits of volunteering in the uniformed organisations. Importance to organisations and benefits to learners. Visiting speakers from volunteering organisation to contribute to whole-class discussion about the importance of volunteering to organisations.
Assignment 1: The Importance of Volunteering Learners could create an article for a uniformed organisation journal which talks about why volunteering is so important in uniformed organisations. (1.1, 1.2)
Topic – volunteering situations: e.g. conservation projects, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, Red Cross, St John Ambulance, cadets (police, fire, army, RAF etc), charity fundraising events, charity shops, animal sanctuaries.
Learners encouraged to visit volunteering organisation to research different volunteering situations.
Assignment 2 – The Types of Voluntary Work Available Give a short talk to your group explaining the many different types of voluntary work available. (2.1)
Topic – skills required for voluntary work.
Visiting speakers invited to discuss required skills for volunteering, case studies, independent research.
Assignment 3: Skills Required for Voluntary Work Produce a poster illustrating the skills that would be required for different types of voluntary work. (3.1)
Topic – learners apply for and undertake voluntary work that matches their skills and interest. Tutor's input and guidance on the choice of voluntary work.
Group discussion with tutor input. Discuss different ways of getting involved in volunteer work, including application process – forms, face to face. Learners could also hold mock interviews.
Assignment 4 – Carry Out Voluntary Work Learners should produce evidence that they have carried out a volunteering activity and also demonstrated relevant skills. This could be in the form of a logbook or diary with photos, videos, supervisor's report. (4.1)
Unit and assignment overview.

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	The Importance of Volunteering	You work at a volunteer centre and have been asked to write an article for a uniformed organisation journal to explain the importance of volunteering in the uniformed organisations, stating what benefits can be gained by the volunteer.	Article
2.1	The Types of Voluntary Work Available	You and a colleague have been asked to give a short talk to uniformed organisation members describing the many different volunteering opportunities available.	Tutor/peer assessment of talk
3.1	Skills Required for Voluntary Work	As part of your role at the volunteer centre you are asked to produce a poster which illustrates the skills required for different volunteer work.	Tutor assessment of poster
4.1	Carry Out Voluntary Work	Choose an area of voluntary work and discuss this with your tutor. You should carry out this work and produce suitable evidence.	Diary/log, observation, photographs, videos

Resources

Sufficient library resources, including appropriate books, journals, careers leaflets and videos, should be available to enable learners to achieve this unit.

Indicative reading

Textbooks

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

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

Journals

Volunteer

Websites

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

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Unit 10: Citizenship, the Individual and Society

Unit reference number: J/506/6164

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

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

Within this unit learners will be introduced to citizenship and human rights in relation to uniformed organisations. The unit seeks to develop moral, social and cultural awareness. It also examines the relationship between individuals, society and the work of the uniformed organisation. Learners should become aware of how they can make a difference within their community and improve their understanding of both local and national society.

This unit also looks at equal opportunities and the roles of uniformed organisations in society. It involves the study of the economy, the system of government and the importance of voting, the role of government, the justice system, the media, multicultural society and international issues. Learners will consider the different types of agencies and organisations that work with uniformed organisations, including statutory and voluntary organisations.

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

Learning outcomes

On successful completion of this unit a learner will:

1. Know what is meant by the terms citizen, citizenship, individual rights and human rights

2. Understand the relationship between individuals, society and the uniformed organisations

3. Understand the importance of equal opportunities in society and the uniformed organisations

4. Be able to investigate the roles of uniformed organisations to citizens and to a changing society.

Unit content

1. Know what is meant by the terms citizen, citizenship, individual rights and human rights

Citizen: definition in the uniformed organisations – a member of a political community or state; how you become a citizen – place of birth, family, residence, taxpayer, voter, worker, learner; community activity; member of an organisation

Citizenship: legal and political status; legal rights and responsibilities; public life and affairs; behaviour and actions; social and moral; responsibility to others; personal management; being a neighbour; qualities of good citizenship; expectations of self and others; levels of authority and different age groups; use of suitable language; fairness; respect; discipline; empathy

Rights: principles of legal and human rights; topical events involving Human Rights Act 1998; current national/international/global situation – political, religious, social and moral issues; role and operation of criminal and civil justice system; drugs monitoring within uniformed organisations; rights of members, employers, employees; respect for democracy; participation in democratic and electoral process

2. Understand the relationship between individuals, society and the uniformed organisations

Public services: function and role of uniformed organisations in society; reason for uniformed organisations; how uniformed organisations serve society and how they work with individuals

The individual: the role of the individual in local, national and international society as a member of a society; the role of the individual in uniformed organisations; importance of the individual; how the individual is affected by society; society's relationship with individuals

Society: what society is; how society works; structure of society; democratic society; relationship with individuals and uniformed organisations; the multicultural society

3. Understand the importance of equal opportunities in society and the uniformed organisations

In society: what equality is; why it is important in society; education and equality; current UK and EU equal opportunities legislation – Sex Discrimination Act 1997, Equal Pay Act 1970, Human Rights Act 1998, Race Relations Act 1992, Disability Discrimination Act 1996, Freedom of Information Act 2000, Employment Equality Regulations 2003 and 2006 and any amendments and new legislation/directives/ measures to eliminate inequalities

In uniformed organisations: what is equal opportunity in relation to uniformed organisations; attitudes to equality in public services; consequences and implications of Acts of Parliament for uniformed organisation recruitment; training; interaction with individuals and wider society; implications for uniformed organisations, e.g. Lawrence Inquiry, institutional racism

4. **Be able to investigate the roles of uniformed organisations to citizens and to a changing society**

   Services: role of uniformed organisations; need for uniformed organisations; role of court; monarchy, work of Parliament, cabinet, ministers, central and local government affecting law; relationship of uniformed organisations with central and local government and monarchy

   Uniformed organisations and changing society: how society is changing – family, crime, influence of religion, youth, elderly, music, politics; how the uniformed organisations are affecting and supporting society; impact of government action on individual lives – taxation, housing, employment; voluntary services, e.g. Citizens Advice Bureau (CAB); role and influence
   of media and pressure groups

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Know what is meant by the terms citizen, citizenship, individual rights and human rights	1.1	Define the terms citizen, citizenship, individual rights and human rights
		1.2	Describe the qualities a good citizen requires to participate in a given organisation
2	Understand the relationship between individuals, society and the uniformed organisations	2.1	Explain how a range of uniformed organisations, citizens and society work together
3	Understand the importance of equal opportunities in society and the uniformed organisations	3.1	Explain why equal opportunities are important in society and uniformed organisations
		3.2	Illustrate how equal opportunities are enforced in the UK with reference to appropriate legislation
4	Be able to investigate the roles of uniformed organisations to citizens and to a changing society	4.1	Explain the different ways in which uniformed organisations have supported society
		4.2	Demonstrate the different ways in which uniformed organisations have affected society

Guidance

Delivery

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Introduction **Overview of unit content and assessment**
Definitions of key words and phrases. Qualities a good citizen needs to participate in uniformed organisations. Rights that citizens 'can have'. Protection that rights give to citizens.
Assignment 1: Citizens, their Rights and Uniformed Organisations (1.1, 1.2)
What uniformed organisations do within society. The role of the individual in uniformed organisations and society. How society functions. The relationship between society, individuals and uniformed organisations.
Assignment 2: Individuals, Society and Uniformed Organisations (2.1)
The meaning and importance of equal opportunities. Equal opportunities legislation. Issues addressed by equal opportunities in society and in uniformed organisations.
Youth organisations. Support provided by uniformed organisations on a national and a local level. How support changes as society changes. How uniformed organisations can have an effect on society.
Assignment 3: Equal Opportunities and Support Offered by Uniformed Organisations (3.1, 3.2, 4.1, 4.2)
Unit and assessment review

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Citizens, their Rights and Uniformed Organisations	As part of your training you have been chosen to help raise awareness of citizenship issues. The first part of this initiative will be to make people aware of the meaning behind the key terms.	Wall display with definitions of the terms 'citizen', 'citizenship', 'individual rights' and 'human rights', with examples of each, and that clearly justifies why uniformed organisations look for good citizens to become members Informative handout that analyses why the different rights are needed and how they provide protection to citizens
2.1	Individuals, Society and Uniformed Organisations	The second part of your citizenship initiative is to consider the relationship between the uniformed organisations and society so that you can make people aware of how things fit together rather than taking them for granted.	Small-group discussion where each person will be required to explain how uniformed organisations, citizens and society work together
3.1, 3.2 4.1, 4.2	Equal Opportunities and Support Offered by Uniformed Organisations	The final part of the project is to demonstrate how uniformed organisations have provided support to different groups in society and how they might have brought about changes in society, making sure that one of the main examples used throughout is that of equal opportunities.	Report evaluating how uniformed organisations provide support to society – use a number of examples but include how they address the main issues involved in dealing with equal opportunities. Compare how two uniformed organisations use legislation to help deal with these issues and demonstrate the changes in society that the uniformed organisations have helped to bring about

Resources

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

Indicative reading

Textbooks

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

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

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

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

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

Unit 11: Community and Cultural Awareness

Unit reference number: L/506/6165

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

Unit introduction

It is important that learners appreciate the concepts of community and cultural awareness, including the issues of national and local community. Learners will explore all that makes a community – its cultures, its impact on our everyday life and the ways local and national communities contribute to our understanding and awareness. The costs and benefits of community life will be examined, including the provision of facilities and uniformed organisations locally and nationally to support it. The costs and benefits of living in a community often go unrecognised. Learners will research community living for all age groups to underpin their understanding.

To ensure that the needs of different communities are met, uniformed organisations need to have a clear understanding of their local community and the cultural diversity that they may be faced with. Learners will consider how organisations have to adapt their approach to provision so that cultural differences are respected.

Diversity in the community is now a major contributor to the way we live our lives. Learners will investigate local and national diversity and its impact on uniformed organisations. This will cover areas such as ethnicity, religion, enrichment, trends, lifestyles and virtual cultures. The benefits, including both positive and negative aspects of cultural diversity, will also be explored.

Problems, both social and cultural, will be looked at from local and national perspectives. Having investigated diversity, learners will naturally gain a wide spread of information that will lead them to the realisation that there are social and cultural problems across the local and national community and that these problems often have to be dealt with by the uniformed organisations. Some of the problems may exist within the services themselves and learners should be

encouraged to recognise this. This unit gives learners an opportunity to look at different problems in more depth and to review the uniformed organisation response to those problems.

Learning outcomes

On successful completion of this unit a learner will:

1. Understand community and cultural awareness in the local and national community

2. Know what is meant by the costs and benefits of living in a community

3. Understand cultural diversity as an aspect of local and national community

4. Be able to investigate the social and cultural problems that exist in a local and national community.

Unit content

1. **Understand community and cultural awareness in the local and national community**

   Community: definitions – geographical, e.g. concept of community development and changing communities; local and national communities

   Culture: consideration of different cultures; diversity and cultural roles; values and norms; sub-cultures; benefits of understanding and being familiar with a range of cultures

   Awareness: impact on everyday life; impact on public services; relation to individuals and groups; importance of community and cultural awareness to all members of communities and to uniformed organisations

   Local community: community membership and identity; features of local communities; provision and maintenance of facilities and public services; provision for older members of communities; voluntary organisations; community groups, e.g. tenants' and residents' associations, youth clubs

   National community: examples of urban and rural communities; development of different communities; national identity and nationhood; positive and negative perceptions of national communities, e.g. football supporters; role played by uniformed organisations in providing aid in the event of major incidents

2. **Know what is meant by the costs and benefits of living in a community**

   Costs: personal investment in communities in terms of time and participation, tolerance and intolerance of differences; knowledge of 'others'; facilities and lack of facilities for some groups, e.g. younger and older community members; community change as a result of economic and political influences, e.g. funding issues; costs of providing public services and dealing with local issues

   Benefits: social networks and support; family and friendship networks; community centres; local education provision; communication; advantages of being a member of a community; the feeling of belonging and being part of a larger group; caring for and looking out for others; personal ties; advantages to public services of there being strong community ties

3. **Understand cultural diversity as an aspect of local and national community**

   Diversity: ethnic population and minority groups; statistics; cultural enrichment; trends and lifestyles of individuals and groups, including alternative lifestyles and religions; virtual culture (cyber community); development of the worldwide web community; benefits of understanding and appreciating diverse cultures; positive and negative aspects of cultural diversity

   Local: e.g. village, town, place of work

   National: regional; outside immediate local area

   Impact on public services: provision required to meet cultural needs

4. **Be able to investigate the social and cultural problems that exist in a local and national community**

Social problems: categorising of social problems; scale of problems within local communities; scale of problems across the nation, e.g. poverty and its effects on individuals and the whole of society; unemployment and the results of low income and poor housing on specific groups; racism and inequality and ways in which these are perpetuated; mental illness and the problems for those involved, including people affected and those providing care; domestic abuse; substance abuse, including prescription and non-prescription drugs, alcohol; bullying, including both physical and cyber-bullying; role of uniformed organisations in dealing with social problems; presence of social problems within services

Cultural problems: cultural problems at local level and how individuals and groups from different cultures exist alongside mainstream cultures; cultural problems at national level such as maintaining a coherent national identity; cultural identity problems for those with more than one cultural influence; changes in culture leading to altered cultural transmission; cultural alienation; customs and traditions; views of different age groups; values, group and cultural identity; role of uniformed organisations in dealing with cultural problems; presence of cultural problems within services

Assessment criteria

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

Learning outcomes		Assessment criteria	
1	Understand community and cultural awareness in the local and national community	1.1	Explain the differences between local and national community
		1.2	Discuss the awareness of community and cultural issues in local and national communities
2	Know what is meant by the costs and benefits of living in a community	2.1	Describe the costs and benefits of living in a community
3	Understand cultural diversity as an aspect of local and national community	3.1	Discuss the positive and negative aspects of cultural diversity in the local and national communities
4	Be able to investigate the social and cultural problems that exist in a local and national community	4.1	Outline the categories of social problems in communities locally and across the UK
		4.2	Outline the cultural problems in communities locally and across the UK
		4.3	Investigate the impact of social and cultural problems on the UK public services

Guidance

Delivery

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

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

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

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and assessment
Tutor introduces the unit and outlines the assignment programme
Learning outcome 1 including tutor inputs: Definitions of community and culture.   Different communities and different cultures.   Identify features of local and national communities.   Awareness of community and cultural issues.   Visiting speakers on cultural awareness.
Assignment 1 – Community and Cultural Awareness (1.1, 1.2)
Learning outcome 2:   The costs and disadvantages of living in a community.   The benefits and advantages of living in a community.
Learning outcome 3:   Diversity within communities – ways that people differ.   Benefits of understanding diverse communities.   Includes case study and online investigation into social problems at national level. Visits to community centre and speakers from local community/council.   Identifying diversity locally and nationally.   Implications for uniformed organisations.
Assignment 2 – Costs and Benefits of Community and Cultural Diversity (2.1, 3.1)
Learning outcome 4:   Identify the nature of social problems.   Scale of social problems locally.   Scale of social problems nationally.   Identify cultural problems within society.   Examples of cultural problems locally.   Examples of cultural problems nationally.   Impact of problems on public services.
Assignment 3 – Social and Cultural Problems within Communities (4.1, 4.2, 4.3)
Review of unit to ensure all outcomes and indicative content covered

Programme of suggested assignments

The table below shows a programme of suggested assignments that covers the pass, criteria in the assessment grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Community and Cultural Awareness	Your group has been asked to prepare information that could be presented to new members that will explain the issues surrounding community and cultural awareness after explaining what the terms actually mean.	Presentation
2.1 3.1	Costs and Benefits of Community and Cultural Diversity	Following the success of your presentation, your group has been asked to deliver similar material on the costs and benefits of community and cultural diversity. In order to do this you decide to hold a small-group discussion where everyone will share their ideas.	Discussion Report
4.1, 4.2, 4.3	Social and Cultural Problems within Communities	Now that you have done so much work on communities and cultural diversity you have been asked to put together some information on the social and cultural problems that exist in communities and the effect they have on public services.	Report

Resources

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

Indicative reading

Textbooks

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

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

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

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

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

Websites

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

13 Further information and useful publications

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

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

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

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

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

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

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

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

Additional resources

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

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

14 Professional development and training

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

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

Your Pearson BTEC support team

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

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

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