

# Guidance and units

BTEC Short Courses

Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets

Issue 2

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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# Qualification titles covered by this specification

## Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the DCSF under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DCSF and the regularly updated website [www.dcsf.gov.uk](http://www.dcsf.gov.uk). The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

# Introduction

This document contains the associated guidance and units for the Qualifications and Credit Framework (QCF) Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF). Each unit sets out the required learning outcomes, assessment criteria and content and includes advice regarding appropriate delivery and assessment strategies. The guidance contains further details of the assessment and quality assurance of this qualification. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly with the Cadet Vocational Qualification Organisation (CVQO) and Government Skills, the Sector Skills Council for central government. The units are designed to meet the skill needs of learners and potential employers.

This qualification is part of the Qualifications and Credit Framework. This framework will replace the National Qualifications Framework (NQF). The QCF is designed to be:

- more responsive to learner and employer needs
- demand and market led
- simple, flexible and have currency for learners
- underpinned by a credit system that recognises achievement of units and qualifications.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses at Entry and Levels 1-3 offer:

- maximum flexibility in the design of programmes
- the opportunity to use a range of delivery methods
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

## BTEC Short Courses at Levels Entry – Level 3

QCF level

3

Edexcel Level 3 BTEC Award ...

Edexcel Level 3 BTEC Certificate ...

Edexcel Level 3 BTEC Diploma ...

2

Edexcel Level 2 BTEC Award ...

Edexcel Level 2 BTEC Certificate ...

Edexcel Level 2 BTEC Diploma ...

1

Edexcel Level 1 BTEC Award ...

Edexcel Level 1 BTEC Certificate ...

Edexcel Level 1 BTEC Diploma ...

E3

Edexcel Entry Level 3 BTEC Award ...

Edexcel Entry Level 3 BTEC Certificate ...

Edexcel Entry Level 3 BTEC Diploma ...

Credit value

1-12

13-36

Above 36

# Rules of combination

Rules of combination are critical to qualifications as they set out:

- what a learner is required to do to be awarded a qualification
- the potential for learners to transfer credit between different qualifications and awarding bodies.

Rules of combination:

- are the mechanisms through which sets of achievement are grouped together into a qualification in the QCF, in a way consistent with the qualification rationale
- specify the credits that need to be achieved, through particular units, for a qualification to be awarded
- describe the widest range of opportunities for credit accumulation and transfer consistent with the qualification rationale
- will apply to all qualifications in the QCF
- do not exist outside the context of a qualification.

## Rules of combination for the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF)

To be awarded the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF), the learner must achieve a minimum of 14 credits. Each unit in the qualification has been assigned an appropriate number of credits.

To achieve the qualification, the learner must achieve Unit 13 (the mandatory unit) and must choose four other units from one of the three designated unit pathways: Army Cadet Force (ACF), Air Training Corps (ATC) or Sea Cadet Corps. Each pathway consists of four units and learners must achieve all four units in a designated pathway. In summary, this means the learner must achieve:

- Unit 13 (Map Reading using Ordnance Survey Maps).

All the remaining credits within *one* of the designated pathways ie:

- Army Cadet Force Pathway  
OR
- Air Training Corps Pathway  
OR
- Sea Cadets Corps Pathway.

## Structure of the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF)

Unit no	Army Cadet Force Pathway (totals 11 credits)	Credit value
1	Developing as a Citizen through the Army Cadet Force	2
2	Personal Fitness in the Army Cadet Force	3
3	Maintaining Health and Wellbeing in the Field	3
4	Self-reliance in a Fieldcraft Environment	4
	<b>Air Training Corps Pathway (totals 12 credits)</b>	
5	Basic Principles of Airmanship	3
6	Expedition Training	3
7	Radio Communications	3
8	The Air Training Corps and the Royal Air Force	3
	<b>Sea Cadet Corps Pathway (totals 12 credits)</b>	
9	Basic Principles of Seamanship	3
10	Introduction to Ceremonial Drill and Parade Training	2
11	Introduction to Health, Hygiene and Physical Fitness	3
12	The Sea Cadet Corps and the Royal Navy/Marines	4
	<b>Common mandatory unit for all three Cadet Pathways (totals 2 credits)</b>	
13	Map Reading using Ordnance Survey Maps	2

# Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

## **Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF)**

The Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF) has been designed to provide the learner with the opportunity to:

- develop knowledge, understanding and skills that support their personal and career interests
- develop the knowledge, understanding and skills learners need to enter employment
- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and in working life
- achieve a nationally recognised Level 1 qualification
- receive certification for smaller blocks of learning through a personalised learning programme
- access programmes of study that can enable progression to higher level qualifications.

# Unit format

All units in Edexcel QCF BTEC Short Courses have a standard format designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way:

## *Unit title*

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

## *QCF Level*

All units and qualifications within the QCF will have a level assigned to them, which represents the level of difficulty. There are nine levels of achievement, from Entry Level to Level 8. The units in this qualification are all level 1.

## *Credit value*

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes. One credit is awarded for those learning outcomes achievable in 10 hours of learning time (which includes learner-initiated private study and assessment time).

## *Introduction*

The introduction is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit.

## *Learning outcomes*

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

## *Assessment criteria*

Each *assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to achieve the unit.

## *Unit content*

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the assessment criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

### *Essential guidance for tutors*

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Delivery* – makes reference to any requirements in the delivery of the unit for this qualification, as outlined by the Ministry of Defence (MOD)
- *Assessment* – provides details about the nature and specific type of evidence that learners need to produce in order to pass the unit. Any specific assessment methods as required by the MOD for this qualification are detailed in the Assessment section. This section should be read in conjunction with the assessment criteria
- *Essential resources* – identifies any specialist resources needed to allow 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 Edexcel to offer the qualification
- *Essential reading for tutors* – identifies documents that contain references that Tutors must consult in delivering the unit, as they contain essential, comprehensive guidance on delivery and assessment for this qualification.

## Assessment and grading

The assessment for the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF) is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised assessment criteria for unit assessment.

In the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF), all units are internally assessed. The overall grading is a pass, based upon the successful achievement of the required number of credits.

Centres should note that assessment methods for this qualification emphasise assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include assessor observation of the demonstration of practical skills, written questioning and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (Cadets) are recorded. Tutors should take care to ensure that the assessment of a unit covers all the criteria for that unit as set out in the *Assessment criteria* section of that unit. In addition, centres should note that records of assessor observations must be available for Edexcel's verification purposes.

### Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the relevant national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: [www.edexcel.com](http://www.edexcel.com).

## Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

## Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

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

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

### **Edexcel Quality Assurance Handbook**

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

# Programme design and delivery

## Mode of delivery

Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of learners
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

BTEC qualifications are designed to prepare learners for employment. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the relevant industry or area of work. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Where specific resources are required these have been indicated in individual units under the *Essential resources* and *Essential reading for tutors* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets. The qualification contains both practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied in a way that emphasises the demonstration of practical skills.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all who wish to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 1 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a standard of literacy and numeracy supported by a general education equivalent to GCSEs at grade D-G
- related work experience
- other related Level 1 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## Restrictions on learner entry

The Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF) is accredited on the QCF for learners aged 14 years and over.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

# Functional Skills

Functional Skills are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills. Centres should refer to the QCA website ([www.qca.com](http://www.qca.com)) for the latest Functional Skills standards.

Functional Skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as Learndirect, Lifelong Learning and widening participation all require a more flexible population in the workplace and Functional Skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- use numeracy, not just within routine tasks and functions, but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role.

The units in the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF) qualification provide inherent opportunities for learners to practise and enhance their Functional Skills in English and Mathematics. Depending on the mode of delivery of units, centres may also provide opportunities for learners to practise and enhance their ICT skills in activities such as researching the internet for specific information or operating computerised equipment. This is further supported by assessment methods for this qualification which include assessor observation of the demonstration of practical skills, written questioning and oral questioning.

The following units offer specific opportunities for learners to practise and enhance their Functional Skills in English:

Unit 1: Developing as a Citizen through the Army Cadet Force

Unit 3: Maintaining Health and Wellbeing in the Field

Unit 4: Self-reliance in a Fieldcraft Environment

Unit 7: Radio Communications

Unit 8: The Air Training Corps and the Royal Air Force

Unit 9: Basic Principles of Seamanship

Unit 10: Introduction to Ceremonial Drill and Parade Training

Unit 11: Introduction to Health, Hygiene and Physical Fitness

Unit 12: The Sea Cadet Corps and the Royal Navy/Marines.

The following units offer specific opportunities for learners to practise and enhance their Functional Skills in:

Unit 13: Mathematics: Map Reading Using Ordnance Survey Maps

Unit 5: Basic Principles of Airmanship

Unit 7: Radio Communications.

# The wider curriculum

Study of the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF) provides opportunities for the learner to develop an understanding of moral, ethical, social and cultural issues and an awareness of environmental issues and equal opportunities issues as well as health and safety considerations.

## **Moral, ethical, social and cultural issues**

Moral, ethical, social and cultural issues are encountered throughout the qualification when learners are working with other learners in group activities or tasks, or when interacting with visiting experts and tutors.

## **Environmental issues**

Learners will learn to appreciate the importance of carrying out activities in a safe environment and how to ensure that it remains safe whilst they are there.

## **Health and safety considerations**

Health and safety is embedded in many of the units in this qualification. Specific units have been designed to consider safety in handling or operating particular types of equipment or in planning and carrying out activities in particular environments on land, in the air or at sea.

## **Equal opportunities issues**

Equal opportunities issues are implicit throughout the Edexcel Level 1 BTEC Certificate in Teamwork and Personal Skills for Cadets (QCF), particularly in those units which focus on teamwork, developing citizenship qualities, supporting and showing consideration for other learners and making a contribution to a local community.

## Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publications@linney.com](mailto:publications@linney.com)

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- Functional Skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: [www.edexcel.com](http://www.edexcel.com)
- *Regulatory arrangements for the Qualification and Credit Framework (OCF, 2008)*
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland (QCA, 2004)*.

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

# Professional development and training

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

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

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

The national programme of training we offer can be viewed on the Edexcel website ([www.edexcel.com/sfc/training](http://www.edexcel.com/sfc/training)). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services on 0844 576 0026 to discuss your training needs (calls may be recorded for training purposes).

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

## Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at [www.edexcel.com](http://www.edexcel.com).



# Units



# Unit 1: Developing as a Citizen Through the Army Cadet Force

QCF Level: Level 1

Credit value: 2

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## Introduction

This unit will introduce learners to the Army Cadet Force and enable them to develop a constructive attitude to life in the ACF detachment. Learners will understand the importance of their uniform, basic drill and saluting. The unit will enable learners to participate in life in their detachment, to develop personal skills and to make appropriate contributions to the life of their community.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the structure of the local Army Cadet Force	1.1 outline the ACF organisation at county level 1.2 explain the structure of the ACF at county level
2 Be able to wear their uniform correctly	2.1 outline the elements of the ACF uniform 2.2 demonstrate how to wear and maintain the uniform and equipment appropriately for specific purposes 2.3 state how wearing a uniform contributes to the development of personal esteem
3 Know that wearing a uniform contributes to self-esteem	3.1 describe how wearing a uniform contributes to the development of personal esteem.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>4 Be able to perform basic drill and saluting</p>	<p>4.1 demonstrate the ability to undertake basic drill</p> <p>4.2 identify the skills and personal attributes developed through participation in drill</p> <p>4.2 demonstrate how to salute</p> <p>4.3 state when to salute</p>
<p>5 Know how the Army Cadet Force contributes to the community</p>	<p>5.1 give an example of how their local ACF has made a contribution to the community</p> <p>5.2 give an example of their personal contribution to a community</p>
<p>6 Know how the Army Cadet Force contributes to personal development</p>	<p>6.1 list the personal skills and attributes that have been developed throughout the ACF training syllabus</p> <p>6.2 give examples of ways in which these skills and attributes may enhance personal development opportunities</p>

## Unit content

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**1 Understand the structure of the local Army Cadet Force**

*Structure:* organisation and structure of own local ACF at county level

**2 Be able to wear their uniform correctly**

*Wear uniform correctly:* key elements and features of uniform; correct wearing of uniform and maintenance of uniform for specific purposes – field craft, adventure training, skill at arms

**3 Know that wearing a uniform contributes to self-esteem**

*Contribution of uniform to personal esteem:* self-esteem, pride, purpose

**4 Be able to perform basic drill and saluting**

*Performing basic drill and saluting:* purpose; correct method for performing drill and saluting; skills and attributes required for drill

**5 Know how the Army Cadet Force contributes to the community**

*Contribution to the community:* community; citizenship; responsibility; how to make a contribution to the community; role of the ACF in the community

**6 Know how the Army Cadet Force contributes to personal development**

*Personal skills:* types, for example time management, personal organisation, discipline, self-reliance, teamwork, concern for others

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis upon personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (army cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (army cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- Army Cadet Force Syllabus 1999 Army Code 71101
- Army Cadet Force Manual 1999 Volume I Army Code 71462
- Army Cadet Force Manual 1999 Volume II Army Code 71463
- Cadet Training Safety Precautions 2006 JSP 535
- Army Cadet Force Manual 2005 Army Code 14233

Further guidance on physical activities can be taken from the Duke of Edinburgh's (DofE) Award Handbook.

## Unit 2: Personal Fitness in the Army Cadet Force

QCF Level: Level 1

Credit value: 3

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### Introduction

Being physically fit is essential for anyone interested in developing a career within the uniformed public services. However it is also important for all young people to know why it is important to improve their own levels of fitness, the effect it can have on the personal health and what to do about it.

This unit will encourage learners to pursue a wide range of challenging pursuits and sports that are offered by the ACF. An individual can choose to participate in training from one to four Stars. Learners will also understand how to link this training to their own personal development. Learners will also consider how their own levels of physical fitness can influence their lifestyle, for example improved concentration, develop new friendships, having fun.

This unit also introduces the learner to the opportunities available in the ACF to develop personal fitness. They will identify different types of activities that they can participate in to encourage personal fitness. The remainder of the unit gives the learner the opportunity to identify their own level of personal fitness, set goals, participate in activities to improve their own fitness levels and evaluate how they have improved over a given period of time.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know how being fit can promote a healthy lifestyle	1.1 Describe how fitness levels can affect mental wellbeing 1.2 Describe how fitness levels can affect emotional wellbeing 1.3 Identify how fitness levels improve an individuals social lifestyle
2 Know how the Army Cadet Force contributes to the development of personal fitness	2.1 Identify provision available within the ACF that encourages the development of personal fitness 2.2 Describe how different types of provision within the ACF can contribute to personal fitness
3 Be able to improve own level of personal fitness within a given timescale	3.1 Identify own level of personal fitness 3.2 Set personal fitness goals to improve level of personal fitness, within given timescales 3.3 Participate in activities to improve personal fitness 3.4 Evaluate personal fitness following participation in activities
4 Know how to stay safe when participating in physical activities	4.1 Identify potential risks and hazards when participating in physical activities 4.2 Describe ways to minimize risks when participating in physical activities 4.3 Describe procedures to follow if an accident occurs during a physical activity.

## Unit content

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### 1 Know how being fit can promote a healthy lifestyle

*Fitness:* benefits, for example strength, speed, stamina, power, flexibility, agility, mental strength

*Mental wellbeing:* avoiding eg stress, depression, anxiety; having a positive attitude

*Emotional wellbeing:* aspects eg self-esteem, good relationships, self-confidence, challenge, ambition

*Social lifestyle:* benefits eg relaxation, respect for self and others, team spirit, participation, communication

*Healthy lifestyle:* aspects eg exercise, fitness, review of alcohol and cigarette consumption, misuse of drugs, personal cleanliness, sleep, appropriate diet

### 2 Know how the Army Cadet Force contributes to the development of personal fitness

*Army Cadet Force provision:* outdoor pursuits eg map and navigation, fieldcraft; sport activities eg swimming, hill walking, outdoor recreational games; indoor activities eg gym, indoor recreational games; ACF training activities eg drill, teamwork

*Contribution to personal fitness:* increased fitness levels; challenges; new physical skills; exercise needs eg aerobic exercise, strength training, muscle toning, weight loss, muscle groups used, flexibility

### 3 Be able to improve own level of personal fitness within a given timescale

*Fitness levels:* different requirements for different services; fitness testing on entry and annually; fitness measures, eg height, weight, body fat percentage, BMI, lung capacity, flexibility, strength, aerobic capacity; physical demands of service employment

*Goal setting:* setting goals and priorities; short- and long-term goals; personal goals and service related goals; goal setting techniques eg SWOT, personal development plan, DofE Programme Planner, SMART (specific, measurable, achievable, relevant, time bound), SMARTER (enhance performance, raise standards); using eg a coach, trainer, mentor

*Activities:* types eg individual sports, water sports, racquet sports, fitness activities, team sports, outdoor pursuits, martial arts

*Evaluation:* self-evaluation techniques eg gap analysis, development review, activity log, record of involvement, witness testimony, observation records

#### 4 Know how to stay safe when participating in physical activities

*Potential risks and hazards:* risks eg minor injuries, major injuries; hazards eg weather conditions, faulty equipment, lack of appropriate equipment, lack of supervision, environment

*Minimising risks:* risk assessment; checking equipment; following procedures; adequate supervision; personal awareness of health and safety

*Accident procedures:* lines of reporting; following procedures; first actions taken following accident; basic emergency aid eg checking the casualty for breathing, applying pressure to a wound; basic first aid eg how to treat minor injuries such as cuts and grazes, blisters, minor burns

The cadet will choose a suggested activity as stated in the ACF 1 Star Syllabus.

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities. Guidance is contained in the DofE's Award Handbook (Edition 6) Physical Section (pages 46 to 53).

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training Course.

### Assessment

The emphasis is on assessment through observation of performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills and oral questioning. Examination of logbooks and records maintained by the learner.

Guidance on the conduct of the Assessment is contained in Army Cadet Force Syllabus 1999 Army Code 71101.

### Essential resources

The MOD provides learners (Army Cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- Army Cadet Force Syllabus 1999 Army Code 71101
- Army Cadet Force Manual 1999 Volume I Army Code 71462
- Army Cadet Force Manual 1999 Volume II Army Code 71463
- Cadet Training Safety Precautions 2006 JSP 535
- The Army Cadet Force Manual 2005 Army Code 14233
- The DofE's Award Handbook (Edition 6).



## **Unit 3:           Maintaining Health and Wellbeing                           in the Field**

**QCF Level:**           Level 1

**Credit value:**       3

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### **Introduction**

This unit will introduce learners to the equipment and skills they will need when taking part in expeditions.

Learners will learn how to maintain personal wellbeing, health and hygiene and maintain equipment. Learners will develop skills in basic first aid, erecting shelters and cooking food.

They will understand how to provide support for others when working and living under field conditions.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to maintain personal health and hygiene when living in the field	1.1 state how physical activities can help to maintain personal health and wellbeing when living outdoors 1.2 list the key risks to personal health and hygiene and how to reduce these risks 1.3 demonstrate how to manage waste safely and ethically whilst living in the field 1.4 demonstrate how to administer treatment for one minor injury
2 Be able to manage equipment when living in the field	2.1 demonstrate how to select and pack essential equipment fit for purpose for the field 2.2 demonstrate how to clean, repair, maintain and repack equipment whilst in the field
3 Be able to erect personal shelter when living in the field	3.1 demonstrate how to select a small portable shelter suitable for the field 3.2 demonstrate how to select a suitable location for the shelter in the field 3.3 demonstrate how to erect a small shelter suitable for the field
4 Be able to prepare and cook food when living in the field	4.1 select an appropriate menu for a set period of living under field conditions 4.2 pack food ingredients for a set period of living under field conditions 4.3 demonstrate how to prepare and cook a main meal under field conditions
5 Know how to support colleagues when working and living under field conditions	5.1 list ways to support colleagues and raise morale when working under field conditions 5.2 outline how they supported colleagues when living under field conditions.

## Unit content

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### 1 Be able to maintain personal health and hygiene when living in the field

*Maintain personal health and hygiene:* physical activities to maintain health and hygiene; risks to health and hygiene; safe and ethical management of waste; basic first aid and treating minor injuries, eg cuts and grazes, blisters, minor burns

### 2 Be able to manage equipment when living in the field

*Manage:* selection and packing of essential equipment and clothing; maintaining, cleaning, repairing and repacking equipment

### 3 Be able to erect personal shelter when living in the field

*Erect personal shelter:* suitable locations and types of portable shelter; methods of erecting shelter including practical pitching skills

### 4 Be able to prepare and cook food when living in the field

*Prepare and cook food:* menu ingredients and menu design; methods of preparing and cooking food

### 5 Know how to support colleagues when working and living under field conditions

*Support colleagues:* methods of supporting others; raising morale eg through teamwork, encouraging others, showing concern for others

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (army cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (army cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- Army Cadet Force Syllabus 1999 Army Code 71101
- Army Cadet Force Manual 1999 Volume I Army Code 71462
- Army Cadet Force Manual 1999 Volume II Army Code 71463
- Cadet Training Safety Precautions 2006 JSP 535
- Army Cadet Force Manual 2005 Army Code 14233.

Further guidance on physical activities can be taken from the DofE's Award Handbook.

## Unit 4: Self-reliance in a Fieldcraft Environment

QCF Level: Level 1

Credit value: 4

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### Introduction

In this unit, learners will develop their basic fieldcraft skills. Learners will understand what fieldcraft is and why it is important.

Learners will learn to stalk and understand the differences between daytime and night-time procedures.

Learners will develop the skills required of a sentry and learn how to survive in the field.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know what is meant by fieldcraft	1.1 give examples of where fieldcraft is used and why it is important
2 Be able to stalk	2.1 demonstrate how to move without being seen 2.2 demonstrate how to cross natural obstacles whilst stalking
3 Understand the difference between day and night procedures	3.1 identify the key differences in day and night observation 3.2 identify the key differences in sounds at night 3.3 identify additional safety precautions when operating in a night-time environment 3.4 state how responses and procedures differ according to the time of day
4 Be able to perform the duties of a sentry	4.1 demonstrate the duties of a sentry 4.2 demonstrate how to challenge and report
5 Understand how to survive in the field	5.1 list issues that might arise in the field and strategies to address these 5.2 give examples of where campcraft is used 5.3 outline why campcraft is important 5.4 demonstrate how to erect an improvised shelter.

## Unit content

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### 1 Know what is meant by fieldcraft

*Fieldcraft:* definition of fieldcraft; use of fieldcraft; importance of fieldcraft

### 2 Be able to stalk

*Stalking:* movement and observation skills; remaining unseen; crossing natural obstacles

### 3 Understand the difference between day and night procedures

*Day and night procedures:* movement and observation skills; differences in day and at night; sounds at night; health and safety precautions in day and at night

### 4 Be able to perform the duties of a sentry

*Perform duties of a sentry:* duties of sentry; challenge; report

### 5 Understand how to survive in the field

*How to survive in the field:* issues that may arise in the field; strategies to address issues; camp-craft; erecting an improvised shelter

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (army cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (army cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- Army Cadet Force Syllabus 1999 Army Code 71101
- Army Cadet Force Manual 1999 Volume I Army Code 71462
- Army Cadet Force Manual 1999 Volume II Army Code 71463
- Cadet Training Safety Precautions 2006 JSP 535
- Army Cadet Force Manual 2005 Army Code 14233.

Further guidance on physical activities can be taken from the DofE's Award Handbook.

# Unit 5: Basic Principles of Airmanship

QCF Level: Level 1

Credit value: 3

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## Introduction

This unit will introduce the learner to the important features of an airfield and the correct terminology to use in this regard. The learner will find out how to identify the key features of a specific range of training aircraft and know what is necessary for a passenger pre-flight briefing.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the important features of an airfield	1.1 identify the layout of an airfield using correct terminology 1.2 identify runway markings and numbering 1.3 identify the types and locations of airfield lighting
2 Know the features of a passenger pre-flight briefing for an air flight	2.1 outline what will be covered in a passenger pre-flight briefing 2.2 identify safety equipment worn and its uses 2.3 outline the actions to be taken in an emergency in the air
3 Know the features of aircraft used for air flights and gliding	3.1 state the key features of one type of training aircraft 3.2 identify the flight instruments and controls for one type of training aircraft 3.3 identify the differences in operation of winch-launched and self-launched gliders.

## Unit content

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### 1 Know the important features of an airfield

*Features of an airfield:* airfield layout; terminology; runway markings and numbering; types of airfield lighting; location of airfield lighting

### 2 Know the features of a passenger pre-flight briefing for an air flight

*Passenger pre-flight briefing:* rules of the air; pre-flight briefings; safety equipment and its uses; air emergencies; dealing with emergencies

### 3 Know the features of aircraft used for air flights and gliding

*Features of aircraft for air flights and gliding:* types of aircraft used for air flights and gliding; features of training aircraft; flight instruments; controls; winch-launched gliders; self-launched gliders

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (air cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (air cadets) with all necessary resources.

Learners will need basic literacy and numeracy skills in order to benefit from this unit.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following reference as it contains essential, comprehensive guidance on delivery and assessment:

- ACP (Air Cadet Publication) 34 Volume 1 Airmanship 1.



## Unit 6: Expedition Training

QCF Level: Level 1

Credit value: 3

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### Introduction

In this unit, learners will develop the basic knowledge required to plan and prepare for a hill-walking and camping expedition. They will learn how to prepare for and strike a camp. They will also understand the effects of exposure to heat and cold and how to prevent such exposure.

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to prepare for a hill-walking expedition	1.1 identify the key factors to consider when planning a hill-walking expedition 1.2 outline the use of a route card 1.3 identify and prepare expedition equipment and clothing
2 Be able to prepare for, pitch and strike a camp	2.1 outline the essential features of siting and striking a camp 2.2 demonstrate how to pack a rucksack 2.3 identify the safety precautions to be observed when using cooking stoves
3 Know the effects of exposure and heat on individuals	3.1 state the meaning of hypothermia and list the symptoms 3.2 identify the effects of heat on individuals and recognise the symptoms of heat-stroke and heat exhaustion
4 Know about the prevention and treatment of exposure to heat and cold	4.1 state how to prevent and treat hypothermia, heat-stroke and heat exhaustion.

## Unit content

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### 1 Know how to prepare for a hill-walking expedition

*Plan and prepare for a hill-walking expedition:* factors to consider eg weather, location, duration; route cards; expedition equipment eg personal, group, care of equipment, packing; clothing and footwear; safety considerations

### 2 Be able to prepare for, pitch and strike a camp

*Prepare for, pitch and strike a camp:* campcraft, siting camp, striking camp; packing a rucksack; selecting equipment and supplies; safety when cooking

### 3 Know the effects of exposure and heat on individuals

*Effects of exposure:* meaning of hypothermia, heatstroke and heat exhaustion; symptoms of hypothermia, heatstroke, heat exhaustion

### 4 Know about the prevention and treatment of exposure to heat and cold

*Prevention and treatment:* prevention of hypothermia, heatstroke, heat exhaustion; treatment of hypothermia, heatstroke, heat exhaustion; first aid

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (air cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (air cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following reference as it contains essential, comprehensive guidance on delivery and assessment:

- ACP (Air Cadet Publication) 31 Section 4 Initial Expedition Training.



# Unit 7: Radio Communications

QCF Level: Level 1

Credit value: 3

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## Introduction

This unit will introduce learners to radio network operating procedures and the safe use of radio equipment. They will learn about the characteristics and effectiveness of types of radio equipment and procedures for the safe use of that equipment.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to send a message on an Air Cadet Organisation radio network	1.1 state the main features of an ACO radio network 1.2 use the phonetic alphabet for the spelling of words and the conveyance of figures in a radio message 1.3 use radio procedures to convey a clear and brief message
2 Know the types of radio equipment used within the Air Cadet Organisation	2.1 state the main function of a range of radio equipment used within the ACO radio networks 2.2 state the characteristics of a range of radio equipment used within the ACO radio networks
3 Know the effectiveness of radio equipment used within the Air Cadet Organisation	3.1 outline how the frequency of operation of radio equipment can limit its use 3.2 outline how an aerial can affect the range of radio transmissions
4 Be able to follow procedures for the safe use of radio	4.1 describe the safe care and handling of radio batteries 4.2 demonstrate safe procedures used when using portable radio equipment 4.3 identify some of the health and safety issues associated with radio operations.

## Unit content

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**1 Be able to send a message on an Air Cadet Organisation radio network**

*Send a message on an ACO radio network:* radio network features; phonetic alphabet, spelling, numbers; radio procedures eg voice procedures, accuracy, clarity

**2 Know the types of radio equipment used within the Air Cadet Organisation**

*Types of radio equipment:* range of radio equipment; types; functions; radio frequency eg UHF, VHF, HF

**3 Know the effectiveness of radio equipment used within the Air Cadet Organisation**

*Effectiveness of radio equipment:* limitations of radio frequencies; radio aerials and their impact on radio transmissions

**4 Be able to follow procedures for the safe use of radio**

*Safe use of radio:* safety procedures; safe handling of batteries; possible health and safety risks when using radios

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (air cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (air cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following reference as it contains essential, comprehensive guidance on delivery and assessment:

- ACP (Air Cadet Publication) 31 Section 6 Basic Radio Communications.



## **Unit 8:           The Air Training Corps and the Royal Air Force**

**QCF Level:**           Level 1

**Credit value:**       3

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### **Introduction**

This unit provides a basic introduction to the history and organisation of the Air Training Corps (ATC) and the Royal Air Force (RAF). Learners will be made aware of security issues. Learners will understand how to wear their uniform correctly and how to perform basic drill and saluting.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the history of the Air Training Corps	1.1 describe the origins of the ATC 1.2 identify key developments in the history of the ATC
2 Know the organisation of the Air Training Corps	2.1 outline the structure of the ATC 2.2 identify the badges and ensigns of the ATC
3 Know about the history of the Royal Air Force	3.1 identify key developments in the history of the RAF
4 Know about the organisation of the Royal Air Force	4.1 outline the organisational structure of the RAF
5 Understand why security is important	5.1 describe why security is important 5.2 identify a minimum of three threats to security 5.3 outline what action(s) should be taken to minimise threats to security
6 Be able to wear their uniform correctly	6.1 outline the elements of the ATC uniform 6.2 demonstrate how to wear and maintain the uniform and equipment appropriately for specific purposes
7 Know that wearing a uniform contributes to self-esteem	7.1 describe how wearing a uniform contributes to the development of personal esteem
8 Be able to perform basic drill and saluting	8.1 demonstrate the ability to undertake basic drill 8.2 identify the skills and personal attributes developed through participation in drill 8.3 demonstrate how to salute 8.4 state when to salute.

## Unit content

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### 1 Know the history of the Air Training Corps

*History of the ATC:* history, origins and development of the ATC; key dates and events

### 2 Know the organisation of the Air Training Corps

*Organisation of the ATC:* organisation; badges and ensigns

### 3 Know about the history of the Royal Air Force

*History of the Royal Air Force:* history, origins and development of the RAF; key dates and events

### 4 Know about the organisation of the Royal Air Force

*Organisation of the Royal Air Force:* organisation and structure of the RAF

### 5 Understand why security is important

*Importance of security:* importance of security; range of potential security threats and breaches; actions to minimise threat to security

### 6 Be able to wear their uniform correctly

*Wear uniform correctly:* key elements and features of uniform; correct wearing of uniform; maintenance of uniform

### 7 Know that wearing a uniform contributes to self-esteem

*Contribution of uniform to personal esteem:* self-esteem, pride, purpose

### 8 Be able to perform basic drill and saluting

*Performing basic drill and saluting:* purpose of basic drill and saluting; correct method of performing basic drill and saluting; skills and attributes required for drill

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (air cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (air cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- ACP (Air Cadet Publication) 31 Section 1 The ATC
- ACP (Air Cadet Publication) 31 Section 2 The Royal Air Force
- ACP (Air Cadet Publication) 19 Drill and Ceremonial.

# Unit 9: Basic Principles of Seamanship

QCF Level: Level 1

Credit value: 3

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## Introduction

This unit introduces learners to the general features of a ship, enabling learners to identify the key parts of a ship and know the meaning of general sea terms. Learners will also understand about behaviour in a boat and demonstrate the skills required for manning a boat.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the important features of a ship	1.1 outline the layout of a ship, using the correct terminology to do so 1.2 identify the parts of a ship 1.3 identify the types and locations of lighting
2 Know about types of ships	2.1 state the difference between a warship and a merchant ship and their roles in peace and war 2.2 identify types of warships in the Royal Navy and their own Sea Cadet unit's affiliated ship
3 Know general sea terms	3.1 outline the meaning of sea terms
4 Understand correct behaviour in a boat	4.1 demonstrate the correct wearing of life jackets 4.2 give examples of correct behaviour in a boat
5 Be able to man a boat	5.1 demonstrate the skills of manning a boat.

## Unit content

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### 1 Know the important features of a ship

*Features of ship:* correct terminology describing the layout of a ship; parts of a ship: stern, aft, midships, bow, forecastle, port, starboard, superstructure, hull; types of lighting; locations of lighting

### 2 Know about types of ships

*Types of ships:* warship; merchant ship; roles of shipping in peace and war; types of warships; warship affiliated to specific SC unit

### 3 Know general sea terms

*Sea terms:* heads, deck, deckhead, bulkhead, ladder, hatch, bridge

### 4 Understand correct behaviour in a boat

*Behaviour in a boat:* safety and life jackets; footwear; gunwales; appropriate behaviour and talking when in a boat; appearance of the boat eg fenders, rope ends

### 5 Be able to man a boat

*Manning a boat:* adjusting stretchers; shipping and unshipping crutches and oars; position and duties of the crew

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (sea cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (sea cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- SCTI - 0701 to 0803 (Sea Cadets)
- SCTI - 1301 to 1404 (Marine Cadets).



# Unit 10: Introduction to Ceremonial Drill and Parade Training

QCF Level: Level 1

Credit value: 2

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## Introduction

This unit will introduce learners to the purpose of squad and ceremonial duties. Learners will understand the different equipment used, and how to be safe. Learners will demonstrate performance of squad, drill and ceremonial duties.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the reasons for drill	1.1 state how parade training develops personal skills and understanding of the power of command 1.2 outline how drill enables formations to be handled quickly and effectively
2 Be able to perform squad drill	2.1 demonstrate how to perform a squad drill
3 Be able to conduct ceremonial drill correctly and safely	3.1 demonstrate ceremonial drill according to given standards 3.2 demonstrate safety drills
4 Be able to perform unit ceremonies	4.1 outline the history and importance of Colours 4.2 identify parts of the mast, preparative pennant, church pennant 4.3 demonstrate performance of ceremony on a parade night.

## Unit content

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### 1 Know the reasons for drill

*Reasons for drill:* parade training - falling in/out in single, two and three ranks, standing to attention, standing at ease and easy, dressing with and without intervals and numbering, left, right and about turn at the halt, on and off berets and caps, standing at ease and easy and returning to attention

*Saluting:* how, who, when, where and why; power of command; self-confidence, self-discipline

### 2 Be able to perform squad drill

*Squad drill:* correct performance of squad drill; smartness

### 3 Be able to conduct ceremonial drill correctly and safely

*Ceremonial drill:* correct performance of drill; smartness

*Safety drills:* correct procedures followed; safety rules followed when using equipment

### 4 Be able to perform unit ceremonies

*Unit ceremonies:* history and importance of colours; evening colours; parts of the mast; preparative pennant; history and use of church pennant; correct ceremony on parade night

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (sea cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (sea cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- SCTI - 0701 to 0803 (Sea Cadets)
- SCTI - 1301 to 1404 (Marine Cadets)
- SCTI - 2401 to 2632
- Royal Navy - BR1834.



# Unit 11: Introduction to Health, Hygiene and Physical Fitness

QCF Level: Level 1

Credit value: 3

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## Introduction

This unit introduces learners to health, hygiene and physical fitness. Learners will also understand the need for health and safety when undertaking physical activity.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the importance of health and hygiene	1.1 identify the need for health and hygiene
2 Know how exercise contributes to keeping fit and healthy	2.1 outline ways to maintain personal fitness through regular exercise
3 Be able to undertake fitness training	3.1 demonstrate a daily exercise routine 3.2 take part in recreational games 3.3 take part in swimming under instruction
4 Know the importance of health and safety	4.1 state the basic principles of health and safety 4.2 list possible safety hazards within the Sea Cadet Corps unit 4.3 state hazards associated with physical training 4.4 state why and how to report safety hazards.

## Unit content

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### 1 Know the importance of health and hygiene

*Importance of health and hygiene:* personal cleanliness, clothing in camps; clothing on course, fresh air, ventilation; health, sleep, appropriate diet

### 2 Know how exercise contributes to keeping fit and healthy

*Contribution of exercise:* need for regular exercise; recreational games; swimming for recreation and qualifications

### 3 Be able to undertake fitness training

*Fitness training:* implementing daily exercise routine; taking part in recreational games, swimming

### 4 Know the importance of health and safety

*Health and safety:* principles of health and safety; hazards in Sea Cadet Corps unit associated with physical training and exercise; responsibility for reporting hazards appropriately

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

Note: It is important that the instructor takes advice from the HQ Staff Drugs Education Officer before instruction on the dangers of smoking and the misuse of drugs and alcohol.

Tutors should aim to get all cadets through the Sea Cadet Corps swimming test as soon as possible.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (sea cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (sea cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- SCTI - 0701 to 0803 (Sea Cadets)
- SCTI - 1301 to 1404 (Marine Cadets)
- SCTI - 2401 to 2632.



## **Unit 12:       The Sea Cadet Corps and the Royal Navy/Marines**

**QCF Level:**       Level 1

**Credit value:**    4

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### **Introduction**

This unit gives learners an introduction to the history and organisation of the Sea Cadet Corps and The Royal Navy/Marines.

Learners will be made aware of Sea Cadet Corps unit procedures. They will also learn how to wear their uniform correctly and how to perform basic drill.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the history of the Sea Cadet Corps	1.1 describe the origins of the Sea Cadet Corps 1.2 identify key developments in the history of the Sea Cadet Corps
2 Know about the organisation of the Sea Cadet Corps	2.1 outline the structure of the Sea Cadet Corps 2.2 identify the badges and insignia of the Sea Cadet Corps
3 Know the history and customs of the Royal Navy	3.1 identify key developments in the history of the Royal Navy 3.2 identify the badges and insignia of the Royal Navy
4 Know the organisation of a ship's routine	4.1 state the duties and responsibilities of RN personnel in a ship's routine
5 Understand the Sea Cadet Corps unit's security and fire orders	5.1 state why security is important for a Sea Cadet Corps unit 5.2 outline the importance of fire safety in a Sea Cadet Corps unit 5.3 identify the location of fire exits and Sea Cadet Corps unit fire equipment
6 Be able to wear their uniform correctly	6.1 outline the elements of the Sea Cadet Corps uniform 6.2 demonstrate how to wear and maintain the uniform and equipment appropriately for specific purposes
7 Know that wearing a uniform contributes to self-esteem	7.1 state how wearing a uniform contributes to the development of personal esteem
8 Be able to perform basic drill and saluting	8.1 demonstrate the ability to undertake basic drill 8.2 identify the skills and personal attributes developed through participation in drill 8.3 demonstrate how to salute 8.4 state when to salute.

# Unit content

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## 1 Know the history of the Sea Cadet Corps

*History of the Sea Cadet Corps:* history, origins and development; Sea Cadet Corps, key dates and events

## 2 Know about the organisation of the Sea Cadet Corps

*Organisation of the Sea Cadet Corps:* structure of the Sea Cadet Corps; badges and insignia

## 3 Know the history and customs of the Royal Navy

*History and customs of the Royal Navy:* origins and development of the Navy; history of the Navy; naval customs - boatswain's call, ship's bell, saluting the quarterdeck, dressing ship, crossing the line

## 4 Know the organisation of a ship's routine

*Organisation of ship's routine:* duties and responsibilities; officer of the day, duty senior rate/senior non-commissioned officer, quartermaster, boatswain's mate, signal party, general messenger duties

## 5 Understand the Sea Cadet Corps Unit's security and fire orders

*Security and fire orders:* importance of security; range of potential security threats and breaches; actions to minimise threat to security; fire safety; fire exits; Sea Cadet Corps Unit fire equipment

## 6 Be able to wear their uniform correctly

*Wear uniform correctly:* key elements and features of uniform; correct wearing of uniform; maintenance of uniform

## 7 Know that wearing a uniform contributes to self-esteem

Contribution of uniform to personal esteem: self-esteem, pride, purpose

## 8 Be able to perform basic drill and saluting

*Performing basic drill and saluting:* purpose of basic drill and saluting; correct method of performing basic drill and saluting; skills and attributes required for drill

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis upon personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training Course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (sea cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (sea cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- SCTI - 0701 to 0803 (Sea Cadets)
- SCTI - 1301 to 1404 (Marine Cadets).

# Unit 13: Map Reading Using Ordnance Survey Maps

QCF Level: Level 1

Credit value: 2

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## Introduction

In this unit learners will be introduced to the basics of map reading.

The unit will enable the learner to become familiar with Ordnance Survey maps and apply the concepts to practical situations.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about the features of Ordnance Survey maps	1.1 state the use of scale on an Ordnance Survey map 1.2 identify the meaning of four conventional signs on an Ordnance Survey Map 1.3 the use of contour lines on an Ordnance Survey map
2 Be able to use the grid referencing system to find a location	2.1 the use of the grid referencing system used on Ordnance Survey maps 2.2 demonstrate the use of the grid referencing system to locate a point on an Ordnance Survey map 2.3 calculate the distance between the start and finish points of a designated route
3 Be able to use Ordnance Survey maps for navigation	3.1 demonstrate how to relate visual geographical features to an Ordnance Survey map 3.2 demonstrate how to set a map to ground to identify north without a compass 3.3 state how to estimate the time required to complete a designated route.

## Unit content

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### 1 Know about the features of Ordnance Survey maps

*Ordnance Survey maps:* scales; features; conventional signs; contours

### 2 Be able to use the grid referencing system to find a location

*Use grid referencing system:* grid referencing system used on Ordnance Survey maps; orienting map to ground; calculating distances

### 3 Be able to use Ordnance Survey maps for navigation

*Use Ordnance Survey maps for navigation:* relating visual geographical features to Ordnance Survey map; set map to ground to identify north; estimate timings to complete a route

## Essential guidance for tutors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

Cadets must have passed basic training tests to prepare them for this unit.

### Assessment

Cadet Force adult volunteers will assess this unit, all of whom will have passed the MOD Initial Training course.

The emphasis is on assessment through recorded observation of learner performance and oral questioning rather than written evidence. Assessment methods will include:

- assessor observation of the demonstration of practical skills
- written and oral questioning.

The MOD has produced a bespoke training manual within which all achievements of learners (army cadets, air cadets and sea cadets) are recorded. In addition, records of assessor observations must be available for verification purposes.

### Essential resources

The MOD provides learners (army cadets, air cadets and sea cadets) with all necessary resources.

### Essential reading for tutors

Tutors must deliver this unit in accordance with the following references as they contain essential, comprehensive guidance on delivery and assessment:

- SCTI - 0701 to 0803 (Sea Cadets)
- SCTI - 1301 to 1404 (Marine Cadets)
- SCTI - Chapter 30.



# Annexe A

## QCA codes

The QCA Qualifications and Credit Framework (QCF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DCSF Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA QCF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

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