Qualification specification

NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services

QN: 601/8790/6

NCFE Level 3 Certificate for Entry to the Uniformed Services

QN: 601/8791/8

NCFE Level 3 Diploma for Entry to the Uniformed Services (540 GLH)

QN: 601/8792/X

NCFE Level 3 Diploma for Entry to the Uniformed Services (720 GLH)

QN: 601/8793/1

NCFE Level 3 Extended Diploma for Entry to the Uniformed Services

QN: 601/8794/3

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
v6.0	September 2019	Clarification has been added to Section 4 regarding what is required for learners to achieve a distinction* overall: • learners need to achieve a distinction for each unit in order to achieve an overall grade of Distinction*.
v6.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1. Further information added to Section 4 explaining the achievement of a grade at a unit level. Information regarding the aggregation methods and grade thresholds added to Section 4.
v6.2	June 2021	NCFE contact information updated. References to CRB and Cenotaph changed to DBS and Remembrance Sunday commemoration.
v6.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v6.4	June 2022	Information regarding the support handbook added under support for centres in Section 1 Information regarding entry requirements added to Section 1 Information regarding how this qualification is assessed added to Section 3
v6.5	June 2023	Information regarding UCAS added to About this qualification, Qualification Summary
v6.6	November 2026	Minor amendments to style, language, terminology and formatting throughout the specification. The following updates have been made across multiple units within the Qualification Specification: **Develop aspects of physical fitness for entry to the uniformed services (D/508/4055)** • LO2 updated delivery and assessment guidance **Develop leadership skills (H/508/4056)** • LO2 updated delivery and assessment guidance

		Equality, diversity and inclusion (K/508/4057) • LO3 added 'multicultural' to assessment criteria and delivery and assessment guidance **Telecommunications in the uniformed services (A/508/4063)** • LO1, LO2, LO3 updated delivery and assessment guidance **Understand conflict management and personal protection (J/508/4065)** • LO3 updated delivery and assessment guidance **The influence of UK government, international organisations and the media on the uniformed services (L/508/4066)** • LO1, LO2 updated delivery and assessment guidance **Collaboration between uniformed services (Y/508/4068)** • LO2, LO3 updated delivery and assessment guidance **Emergency planning and response in the uniformed services (D/508/4069)** • Updated unit summary • LO2 updated delivery and assessment guidance **Sports Coaching (D/508/4122):** • LO1 updated to replace the term **'performer'** with **'athlete'** • LO1 updated delivery and assessment guidance **UK legal systems and uniformed services (D/508/4072)** • LO2 updated delivery and assessment guidance **ICT in the uniformed services (M/508/4075)** • LO1, LO2 updated delivery and assessment guidance **'Professional discussions'** added to **Types of evidence** across all units in the Qualification Specification.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the:

- NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services (601/8790/6)
- NCFE Level 3 Certificate for Entry to the Uniformed Services (601/8791/8)
- NCFE Level 3 Diploma for Entry to the Uniformed Services (540) (601/8792/X)
- NCFE Level 3 Diploma for Entry to the Uniformed Services (720) (601/8793/1)
- NCFE Level 3 Extended Diploma for Entry to the Uniformed Services (601/8794/3).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification please check the issue date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of:

- NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services (601/8790/6)
- NCFE Level 3 Certificate for Entry to the Uniformed Services (601/8791/8)
- NCFE Level 3 Diploma for Entry to the Uniformed Services (540) (601/8792/X)
- NCFE Level 3 Diploma for Entry to the Uniformed Services (720) (601/8793/1)
- NCFE Level 3 Extended Diploma for Entry to the Uniformed Services (601/8794/3).

Things you need to know

Introductory Certificate

Qualification number (QN)	**601/8790/6**
Aim reference	60187906
Total qualification time (TQT)*	220
Guided learning hours (GLH)	180
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Certificate

Qualification number (QN)	**601/8791/8**
Aim reference	60187918
Total qualification time (TQT)*	490
Guided learning hours (GLH)	360
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Diploma (540)

Qualification number (QN)	**601/8792/X**
Aim reference	6018792X
Total qualification time (TQT)*	710
Guided learning hours (GLH)	540
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Diploma (720)

Qualification number (QN)	**601/8793/1**
Aim reference	60187931
Total qualification time (TQT)*	950
Guided learning hours (GLH)	720
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Extended Diploma

Qualification number (QN)	**601/8794/3**
Aim reference	60187943
Total qualification time (TQT)*	1430
Guided learning hours (GLH)	1080
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the guided learning hours (GLH) for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/8790/6, 601/8791/8, 601/8792/X, 601/8793/1 and 601/8794/3.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These qualifications are suitable for use within a Study Programme.

UCAS

This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

Qualification purpose

These qualifications are designed to provide learners with an in-depth understanding of the principles of the uniformed services sector and to allow them to explore the various avenues of work within it. They'll also allow learners to gain transferable skills that can be applied to the workplace or further study.

These qualifications will:

- focus on the study of uniformed services within the public services sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical work-related skills.

Qualification objectives

The objectives of these qualifications are to:

- allow learners to progress to employment or further study and towards the entry qualifications and requirements of a specific uniformed service
- provide informed and prepared potential recruits.

These qualifications aim to provide learners with:

- an understanding of the uniformed public services sector
- the opportunity to investigate career opportunities in the uniformed services
- the ability to prepare for a recruitment interview
- an understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role
- an understanding of the external organisations that impact on and influence the work of the uniformed services
- an understanding of how uniformed services organisations respond in emergency situations
- the opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, for example leadership skills, coaching skills, conflict management, personal protection, teamwork, communication, navigation, drill.

Achieving these qualifications

To be awarded the NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services (601/8790/6), learners are required to successfully complete 1 mandatory unit and 2 optional units.

To be awarded the NCFE Level 3 Certificate for Entry to the Uniformed Services (601/8791/8), learners are required to successfully complete 4 mandatory units and 2 optional units.

To be awarded the NCFE Level 3 Diploma for Entry to the Uniformed Services (540) (601/8792/X), learners are required to successfully complete 4 mandatory units and 5 optional units.

To be awarded the NCFE Level 3 Diploma for Entry to the Uniformed Services (720) (601/8793/1), learners are required to successfully complete 4 mandatory units and 8 optional units.

To be awarded the NCFE Level 3 Extended Diploma for Entry to the Uniformed Services (601/8794/3), learners are required to successfully complete 4 mandatory units and 14 optional units.

NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services (601/8790/6)

Mandatory units

Unit No	Unit title	Graded
Unit 01	Prepare for a career in a chosen uniformed service	Yes

Optional units

Unit No	Unit title	Graded
Unit 02	Develop aspects of physical fitness for entry to the uniformed services	Yes
Unit 03	Develop leadership skills	Yes
Unit 04	Equality, diversity and inclusion (EDI)	Yes
Unit 05	Uniformed services hierarchy and routine	Yes
Unit 06	Values and standards	Yes
Unit 07	Mental and physical wellbeing	Yes
Unit 08	Carry out map reading and navigation across open country	Yes
Unit 09	Telecommunications in the uniformed services	Yes
Unit 10	Understand conflict management and personal protection	Yes
Unit 11	The influence of UK government, international organisations and the media on the uniformed services	Yes
Unit 12	Collaboration between uniformed services	Yes
Unit 13	Emergency planning and response in the uniformed services	Yes
Unit 14	Understand the impact of war and conflict on uniformed services	Yes
Unit 15	Sports coaching	Yes
Unit 16	Skills for land-based outdoor and adventurous activities	Yes
Unit 17	Skills for water-based outdoor and adventurous activities	Yes
Unit 18	Outdoor and adventurous expeditions	Yes
Unit 19	Understanding discipline in the uniformed services	Yes
Unit 20	UK legal systems and uniformed services	Yes
Unit 21	Crime scene investigation	Yes
Unit 22	ICT in the uniformed services	Yes
Unit 23	Volunteering in the uniformed services	Yes
Unit 24	Human resources in the uniformed services	Yes
Unit 25	Security procedures in the uniformed services	Yes

NCFE Level 3 Certificate (601/8791/8), Diploma (540) (601/8792/X), Diploma (720) (601/8793/1) and Extended Diploma (601/8794/3) for Entry to the Uniformed Services

Mandatory units

Unit No	Unit title	Graded
Unit 01	Prepare for a career in a chosen uniformed service	Yes
Unit 02	Develop aspects of physical fitness for entry to the uniformed services	Yes
Unit 03	Develop leadership skills	Yes
Unit 04	Equality, diversity and inclusion (EDI)	Yes

Optional units

Unit No	Unit title	Graded
Unit 05	Uniformed services hierarchy and routine	Yes
Unit 06	Values and standards	Yes
Unit 07	Mental and physical wellbeing	Yes
Unit 08	Carry out map reading and navigation across open country	Yes
Unit 09	Telecommunications in the uniformed services	Yes
Unit 10	Understand conflict management and personal protection	Yes
Unit 11	The influence of UK government, international organisations and the media on the uniformed services	Yes
Unit 12	Collaboration between uniformed services	Yes
Unit 13	Emergency planning and response in the uniformed services	Yes
Unit 14	Understand the impact of war and conflict on uniformed services	Yes
Unit 15	Sports coaching	Yes
Unit 16	Skills for land-based outdoor and adventurous activities	Yes
Unit 17	Skills for water-based outdoor and adventurous activities	Yes
Unit 18	Outdoor and adventurous expeditions	Yes
Unit 19	Understanding discipline in the uniformed services	Yes
Unit 20	UK legal systems and uniformed services	Yes
Unit 21	Crime scene investigation	Yes
Unit 22	ICT in the uniformed services	Yes
Unit 23	Volunteering in the uniformed services	Yes
Unit 24	Human resources in the uniformed services	Yes
Unit 25	Security procedures in the uniformed services	Yes

The learning outcomes (LOs) for each unit are provided in Section 2.

To achieve the Level 3 Introductory Certificate, Certificate, Diploma (540), Diploma (720) and Extended Diploma for Entry to the Uniformed Services, learners must successfully demonstrate their achievement of all learning outcomes (LO) of the units as detailed in this Qualification Specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Direct Claim Status

Direct Claims Status (DCS) can now be achieved within the qualification. To achieve this, you will need to meet the DCS requirements within this qualification pathway.

For more information about DCS, please contact our Customer Support Team (CST) on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

These qualifications are designed to provide learners with an in-depth understanding of the principles of the uniformed services sector and allow them to explore the various avenues of work within it. They will also allow learners to gain transferable skills that can be applied to the workplace or further study.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a level 2 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or over to undertake these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the LO and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve these qualifications could progress to:

- Public Service foundation degree
- Higher apprenticeships
- BA in Public Services.

They may also be useful to learners studying qualifications in the following sectors/areas:

- management
- public services
- local or national government
- justice
- security.

Learners can progress from a Certificate to a Diploma, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Progression to Higher-Level Studies

These qualifications aim to provide learners with a number of progression options, including higher-level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher-level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher-level learning skills.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification and set a new review date.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the expected number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the assessment and internal quality assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support Team (CST) on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

Support handbook

This Qualification Specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Advisor on 0191 239 8000 or email customersupport@ncfe.org.uk.

Access Arrangements and Reasonable Adjustments Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for assessors and internal moderators (IMs). Bespoke subject-specific training is also available. For further information please contact our Quality Assurance (QA) team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on the NCFE website for more information and to see what is available for these qualifications.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- Total Qualification Time (TQT)
- guided learning hours (GLH)
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes (LOs)
- grading descriptors
- delivery and assessment (including types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (for example M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all LOs are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance (QA) team at NCFE.

For further information or guidance about these qualifications please contact our Content Solutions team on 0191 239 8000.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054)

Unit summary	In this unit learners will explain different careers in the uniformed services and then explore a chosen uniformed service. Learners will also identify their own goals and targets to achieve entry to a uniformed service. Learners will then prepare a CV, personal profile or application and take part in a real or simulated interview. Following this, learners will evaluate their performance and suggest areas for development.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand career opportunities within uniformed services.

The learner must:

- explain different career opportunities in the uniformed services
- describe career options in a chosen uniformed service.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information about career opportunities.
Merit: Makes reasoned and balanced conclusions based on the information about career opportunities.
Distinction: Makes well-reasoned and balanced conclusions about career opportunities which inform future developments.
Delivery and assessment:
The learner must produce a report that investigates and compares a minimum of two careers in the uniformed services which must include: • entry requirements and entry routes to both services • selection process • jobs and description of identified roles • career prospects • progression routes • entry age • retirement options • academic requirements • administrative and digital skills. They should examine the pathways and career options within one chosen uniformed service. The learner must also outline the personal characteristics for example determination, tolerance, flexibility, etcetera required for the particular routes and roles they have chosen. **Note**: Future developments should cover their understanding of future career options.
Types of evidence:
Evidence must include: • report. Evidence could include: • fact files • presentation • blog • web page • leaflet • careers guide • professional discussions.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 2

The learner will:

Identify personal development required to apply for entry into their chosen uniformed service.

The learner must:

- explain own goals and targets for entry to a uniformed service
- identify ways to achieve own goals and targets.

Grading descriptors:
Pass: Completes a series of complex tasks to identify personal development requirements.
Merit: Completes a series of complex tasks mostly accurately to identify personal development requirements.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements to identify personal development requirements.
Delivery and assessment:
The learner must carry out a self-analysis and produce a personal development plan (PDP). This could include: • a skills profile • strengths, weaknesses, opportunities, threats (SWOT) analysis • areas for development • specific, measurable, achievable, relevant, time-bound (SMART) objectives • skills passport. The learner must choose one pathway within a uniformed service. The learner should research the minimum requirements to achieve entry to the chosen uniformed service.
Types of evidence:
Evidence must include: • a PDP. Evidence could include: • SWOT analysis • skills profile • skills passport • presentation • activity schedule • professional discussion.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 3

The learner will:

Prepare for an entry process for a chosen uniformed service.

The learner must:

- prepare a CV, personal profile or an application form
- prepare a personal statement
- participate in an interview
- participate in a selection process.

Grading descriptors:
Pass: Evidence will show application of some specialist skills in completing the entry process.
Merit: Evidence will show the effective application of specialist skills in completing the entry process.
Distinction: Evidence will show the consistent effective application of specialist skills in completing the entry process.
Delivery and assessment:
The learner must: • complete a CV, personal profile or an application form for their chosen uniformed service • produce a personal statement • prepare for and participate in an interview (simulated or real) • take part in a selection process (simulated or real). The attributes that learners should demonstrate in their CV, personal profile or application form are: • ability to complete the application in their own words • research into the chosen uniformed service. In the personal statement learners should: • explain the reasons for wanting to join the chosen uniformed service • outline why their personal attributes make them suitable for the chosen uniformed service • explain what they have done by way of preparation for the chosen uniformed service • expand on previous experiences which would support their application • outline their long-term career plan.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
The learner should produce a list of questions for potential use at the end of or during an interview. The learner must then undertake an interview, real or simulated, and obtain performance and developmental feedback. The attributes that learners should demonstrate in an interview are: • punctuality • use of language • response to questions • use of questions • dress code • non-verbal communication.
Types of evidence:
Evidence must include: • application form • CV or personal profile • personal statement • research file. Evidence could include: • audio-visual • witness testimony • professional discussions.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 4

The learner will:

Evaluate own performance following an entry process.

The learner must:

- explain their performance in an entry process
- consider areas for development.

Grading descriptors:
Pass: Reviews their personal development plan (PDP) with some links to the experience of undertaking an entry process.
Merit: Reviews their PDP with clear links to the experience of undertaking an entry process.
Distinction: Comprehensively reviews their PDP with clear links to the experience of undertaking an entry process.
Delivery and assessment:
The learner must review their PDP from learning outcome (LO) 2 following their application process and their performance when taking part in an interview. Learners could focus on areas for development as outlined by feedback and other areas following personal reflection. The PDP should include areas for development obtained from: • peer feedback • witness testimonies • tutor feedback • self-assessment • analysis. The learner will update their PDP from LO2. They will review the initial PDP and amend in the light of the interview and entry process experience.

Unit 01 Prepare for a career in a chosen uniformed service (Y/508/4054) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • PDP. Evidence could include: • witness testimony • reflective diary • tutor feedback • professional discussions.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055)

Unit summary	In this unit learners will develop an understanding of health and wellbeing that contributes to physical fitness. Learners will identify their own level of physical fitness, then plan and participate in a training programme to develop aspects of their physical fitness to meet entry standards of a uniformed service. Learners will also evaluate the effectiveness of the training programme by reviewing the content.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory – Certificate, Diploma (540), Diploma (720), Extended Diploma Optional – Introductory Certificate
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand components of health and wellbeing that contribute to physical fitness.

The learner must:

- understand current government guidelines and standards for healthy eating and how to meet them
- describe methods of measuring and recording physical attributes
- explain the effects and consequences of hydration, nutrition and performance enhancing drugs on performance
- explain the principles of training.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words in the form of a handbook.
Merit: Uses information found in different formats, from at least two specialist sources and communicates it, mostly accurately, in own words in the form of a handbook.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words in the form of a handbook.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a handbook outlining in detail the components of health and wellbeing that contribute to physical fitness. The handbook should contain: • a detailed outline of the basic principles of training • a summary of the latest government guidelines on healthy eating • why it is important to maintain a balanced diet • methods of achieving fitness to include diet and activities • a description of the effects and consequences of substance and alcohol misuse • a description of tools to monitor health and wellbeing for a given period, such as a personal food diary, fitness plan or use of smart technology.
Types of evidence:
Evidence must include: • handbook Evidence could include: • poster • professional discussions.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) (cont'd)

Learning outcome 2

The learner will:

Produce a training programme.

The learner must:

- identify own level of physical fitness in relation to a uniformed service's physical activity standards
- explore methods of achieving physical fitness to meet the entry standards of a uniformed service.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing a training programme.
Merit: Process and outcome will show the effective application of specialist skills in completing a training programme.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing a training programme.
Delivery and assessment:
Learners must measure and evaluate levels of physical fitness against uniformed services standards by undertaking a range of recognised fitness assessments, such as the bleep test, 1.5-mile run, press-ups, sit-ups and other service-specific tests. Where relevant, this may require access to specialist fitness equipment and facilities used within uniformed services assessments, including pull-up bars, 20-metre shuttle run areas, exercise mats and swimming facilities. The training programme should include: • rest days • facilities and resources • embedding sport (for example football, rugby, etcetera) • types of training (for example cardiovascular, etcetera) • creating and utilising their fitness diary • wearable technology, such as smart gym equipment which can be linked to wearable devices, heartrate monitors, GPS • targets (set by the original fitness log – principles of fitness) • a risk assessment. The learner must include correct training techniques with regards to health and safety requirements in the training programme.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • fitness log • physical training programme • fitness level standards for a chosen uniformed service • personal fitness assessments • health and safety risk assessments • personal fitness targets. Evidence could include: • blog • journal • schedule • professional discussions.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) (cont'd)

Learning outcome 3

The learner will:

Participate in the planned training programme.

The learner must:

- monitor and record fitness activity and outcomes within the defined timescales
- undertake the planned training programme
- review the fitness assessment.

Grading descriptors:
Pass: Completes a series of activities following the planned training programme.
Merit: No merit available.
Distinction: No distinction available.
Delivery and assessment:
The learner must complete the planned training programme within defined timescales. They should record their fitness activity and outcomes in their fitness log. The learner must complete an end-of-week evaluation. The learner must then retake the fitness assessment recording the results.
Types of evidence:
Evidence must include: • fitness log • observation report. Evidence could include: • peer or witness testimony • professional discussions.

Unit 02 Develop aspects of physical fitness for entry to the uniformed services (D/508/4055) (cont'd)

Learning outcome 4

The learner will:

Evaluate the effectiveness of the training programme.

The learner must:

- review the outcome of their fitness assessment
- review the content of the training programme.

Grading descriptors:
Pass: Makes reasoned conclusions about the effectiveness of the training programme.
Merit: Makes reasoned and balanced conclusions about the effectiveness of the training programme.
Distinction: Makes well-reasoned and balanced conclusions about the effectiveness of the training programme which inform future developments.
Delivery and assessment:
The learner must review their weekly assessments as well as the training programme overall and produce a report, which should include: • results • strengths • how closely they meet the entry standards required for the chosen uniformed service • what was effective • what was ineffective • any modifications and why they were necessary.
Types of evidence:
Evidence must include: • reports • weekly fitness assessments • changes to the training programme following weekly review. Evidence could include: • journal • blog • professional discussions.

Unit 03 Develop leadership skills (H/508/4056)

Unit summary	In this unit learners will investigate different styles of leadership whilst identifying their own. Learners must then demonstrate their leadership skills by planning and preparing a team task using communication and feedback. Learners will then evaluate their own skills in the team task to develop their own leadership skills.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory – Certificate, Diploma (540), Diploma (720), Extended Diploma Optional – Introductory Certificate
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different styles of leadership.

The learner must:

- explain different leadership styles
- identify their own style of leadership.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 03 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must: • outline and compare various styles of leadership and when they can be used in the work setting • describe the skills and qualities associated with each leadership style • explain how different leadership styles can be effective or ineffective in different circumstances. Leaderships styles could include: • autocratic • democratic • charismatic • laissez-faire. The learner must identify their own style of leadership, using, for example: • Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis • Goals, Reality, Options, Will (GROW) analysis • leadership style questionnaires. The learner must identify and analyse different service situations and explain which style of leadership would be appropriate.
Types of evidence:
Evidence must include: • report • presentation. Evidence could include: • poster • web page • professional discussions.

Unit 03 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2

The learner will:

Demonstrate leadership skills.

The learner must:

- plan and prepare a team task
- brief the team for the task
- respond to and deliver constructive feedback during the task.

Grading descriptors:
Pass: Evidence will show application of some specialist leadership skills in planning and delivering a team task.
Merit: Evidence will show the effective application of some specialist leadership skills in planning and delivering a team task.
Distinction: Evidence will show the consistent effective application of specialist leadership skills in planning and delivering a team task.

Unit 03 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment:
When preparing for the team task the learner must produce a detailed plan, which includes the following: • team tasks aim and objectives • budget • resources • time limit • roles • contingencies • details of debrief. The learner will produce a presentation or audio-visual in order to brief the team on the task. The brief could be designed using the mnemonic: S - Situation M - Mission E - Execution A - Ask questions or Administration and logistics C - Confirm understanding. The learner must delegate to team members to achieve successful completion of the task. The learner must debrief, following the task. The debrief could be designed using the mnemonic CIAPOAR which comes from the National Decision Model (NDM): C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review. Witness testimonies by tutor, with peer reviews, to measure effectiveness of plan and briefing.

Unit 03 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • plan • audio-visual presentation • briefing • witness testimony • peer review • debrief. Evidence could include: • audio recording of briefing • photographs • maps or scale drawings • professional discussions.

Unit 03 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 3

The learner will:

Review their leadership skills.

The learner must:

- evaluate their leadership skills in the team task.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and assessment:
Learners must review the following, using feedback from others where available: • the planning process • the brief and debrief • completion of the task • their leadership skills and qualities. The learner must produce a personal development plan (PDP) for improvement of own leadership skills based on their evaluation of the team task.
Types of evidence:
Evidence must include: • PDP. Evidence could include: • audio-visual recording • tutor/peer review • witness testimony • professional discussions.

Unit 04 Equality, diversity and inclusion (K/508/4057)

Unit summary	In this unit learners will examine the meaning of equality, diversity and inclusion. Learners will also understand radicalisation, as well as British values and standards. Learners will review the impact that radicalisation, extremism and terrorism have had on society.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory – Certificate, Diploma (540), Diploma (720), Extended Diploma Optional – Introductory Certificate
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the meaning of equality, diversity and inclusion.

The learner must:

- define the meaning of equality
- define the meaning of diversity
- define the meaning of inclusion.

Grading descriptors:
Pass: Makes reasoned conclusions based upon appropriate information.
Merit: Makes reasoned and balanced conclusions based upon appropriate information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.

Unit 04 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must examine in detail the definitions of equality, diversity and inclusion. The learner must submit a written report or presentation defining the term **equality** and describe the following sub terms: • stereotyping • prejudice • labelling • protected characteristics • equal opportunity • positive action • discrimination • discrimination by association. The learner must also provide examples of both equal opportunity and inequality in society. The learner must, within this report, define the term **diversity** and identify diversity that exists in society, in terms of: • interests • beliefs • age • lifestyles • personal characteristics • cultural identities. The learner must also describe the contribution these variations make to the overall diversity of society, why respecting the differences of individuals is important and how these differences should be respected. The learner must include within this report what is meant by the term **inclusion** with regards to equality and diversity considering areas such as: • how to move from diversity to inclusion • providing examples of inclusion within society • providing examples of social exclusion • what the benefits of inclusion are to communities. Learners could provide sources of information and support that would help promote equality, diversity and inclusion.

Unit 04 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • sources • web pages • poster • blogs • professional discussions.

Unit 04 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 2

The learner will:

Understand radicalisation, British values and standards.

The learner must:

- describe British values of tolerance, rule of law, democracy, mutual respect, individual liberty
- explain radicalisation, extremism and terrorism.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
The learner must carry out research and describe by report or presentation, the following British values of: • tolerance • rule of law • democracy • mutual respect • individual liberty. The learner must include, within this report or presentation, how these issues are important within the uniformed services both military and non-military. The learner must carry out research into radicalisation, extremism and terrorism, which should be defined within a report or presentation containing relevant examples, national or international, and how they have affected the uniformed services. Learners should describe current UK government strategies, in terms of radicalisation, extremism and terrorism.

Unit 04 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • research file • report or presentation. Evidence could include: • web pages • case studies • press cuttings/screenshots • professional discussions.

Unit 04 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 3

The learner will:

Consider the impact of radicalisation, extremism and terrorism.

The learner must:

- evaluate the impact of radicalisation, extremism and terrorism on a multicultural society
- review radicalisation, extremism and terrorism in terms of tolerance, respect and community inclusion

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and assessment:
The learner must produce a presentation containing a review of the impacts that radicalisation, extremism and terrorism have had, or could have in the future, on a growing multicultural society in the United Kingdom. As a result of this review the learner must consider the content of learning outcomes (LOs) 1 and 2 with regards to equality, diversity and inclusion, together with the issues of tolerance, mutual respect, etcetera.
Types of evidence:
Evidence must include: • presentation. Evidence could include: • report • audio-visual presentation • photographs • posters • web pages • blogs • professional discussions.

Unit 05 Uniformed services hierarchy and routine (M/508/4058)

Unit summary	In this unit learners will investigate the general duties of service routine as well as understanding the hierarchical chain of command and the implications of not following service routine and duties in the uniformed services. The learner will know about and demonstrate drill movements and then review their own performance.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand service routine and hierarchy in the uniformed services.

The learner must:

- outline general duties of service routine
- explain the implications of not following service routine and duties
- understand hierarchical chain of command.

Grading descriptors:
Pass: Describes current practice.
Merit: Describes current practice, using appropriate specialist language in context.
Distinction: Describes current practice, correctly applying specialist language in context.

Unit 05 Uniformed services hierarchy and routine (M/508/4058) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must produce a report outlining initial training for two different services, for example, soldier, police officer, firefighter, etcetera. This must include: • duration of training • type of training activities • location of training centres. Learners must explain the possible implications to both the individual and their team of: • not following service routine • not carrying out duties as instructed. The learner must identify hierarchy and badges of rank for two different services. The learners must explain the objective of having a hierarchical chain of command. When researching hierarchy and badges of rank for uniformed services, learners should describe the implications of not following chain of command within the uniformed service. The learner must pick a specific role and explain the progression route, low rank to higher rank. The learner must give examples of how progression can occur within these services. This could include: • appraisals • length of service • qualifications • merit. Learners could provide a glossary of terms and abbreviations if appropriate.
Types of evidence:
Evidence must include: • report. Evidence could include: • audio-visual • glossary • posters • photographs • professional discussions.

Unit 05 Uniformed services hierarchy and routine (M/508/4058) (cont'd)

Learning outcome 2

The learner will:

Demonstrate drill movements while marching as a squad.

The learner must:

- explain the different types of styles of drill
- explore the aims and functions of drill
- outline the types of events where drill would be performed
- demonstrate basic drill movements when marching
- demonstrate foot drill to specific words.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing drill movements.
Merit: Process and outcome will show the effective application of specialist skills in completing drill movements.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing drill movements.
Delivery and assessment:
The learner must produce a report or presentation about drill movements which should include: • different styles and types of drill used in different services, for example, cortège, foot, assault, light drill, ceremonial, etcetera • the aims and functions - the reason they're taught basic drill • types of events, for example, Remembrance Sunday commemorations**,** King's Birthday Parade, state visits and opening of Parliament etcetera • problems, for example, timing, fainting, dropping rifle, tick tocking, losing the step etcetra. When marching, the learner must be able to perform the following: • right and left wheeling on the march • about turn on the march • mark time • change step • halt • salute to the right and left.

Unit 05 Uniformed services hierarchy and routine (M/508/4058) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • posters • audio-visual • tutor/peer feedback • web pages • blog • professional discussions.

Unit 05 Uniformed services hierarchy and routine (M/508/4058) (cont'd)

Learning outcome 3

The learner will:

Evaluate their personal drill while marching in a squad.

The learner must:

- review their own performance

Grading descriptors:
Pass: Reviews performance and makes reasoned conclusions based on appropriate information.
Merit: Reviews performance and makes reasoned and balanced conclusions based on the information.
Distinction: Reviews performance and makes well-reasoned and balanced conclusions which inform future developments.
Delivery and assessment:
The learner will produce a report containing a review of their performance and gain feedback from others.
Types of evidence:
Evidence must include: • report • tutor observation • witness testimonies. Evidence could include: • audio-visual • self-evaluation • professional discussions.

Unit 06 Values and standards (T/508/4059)

Unit summary	Learners will understand the difference between values, standards and morals and the importance of these in a specific service. The learner will investigate public perception of the uniformed services. Learners will also complete a self-assessment and explore values, standards and morals with others.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Identify the appropriate personal values, standards and morals for the uniformed services.

The learner must:

- explain the difference between values, standards and morals
- describe the importance of service-specific core values, standards and morals.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 06 Values and standards (T/508/4059) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner will produce a report based upon a chosen uniformed service to explain the meaning of and the difference between: • values • standards • morals. Examples of values could include: • honesty • self-respect • respect for others • integrity • tolerance. Examples of standards could include: • confidentiality • security • substance abuse. Examples of morals could include: • code of ethics • principles of right and wrong • rules of conduct • standards/principles of behaviour. Learners must explain how these principles have evolved over time, providing case studies to support their points.
Types of evidence:
Evidence must include: • report • case studies. Evidence could include: • presentation • professional discussions.

Unit 06 Values and standards (T/508/4059) (cont'd)

Learning outcome 2

The learner will:

Describe public perception of the uniformed services.

The learner must:

- explain public perception of one uniformed service as influenced by a specific incident

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must research a historical, nationally reported incident of their choice involving the uniformed service chosen in LO1. The learner must clearly outline the details of the incident and actions taken by the uniformed service and the outcome. They could include how this incident was reported across a range of media and how perceptions shifted over time. Public perception could be seen in terms of: • trust • value • support • confidence • ethics • code of conduct • personal decision making. Learners must explore how the actions of the uniformed service could be perceived in the eyes of the public, taking into consideration the morals, values and standards demonstrated by that uniformed service during this incident. Tutors should discuss with learners their choice of incident to be researched to ensure there is sufficient detail within that incident to inform opinion and to provide sufficient scope to apply research into morals, values and standards.

Unit 06 Values and standards (T/508/4059) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • witness testimonies • press cuttings • screenshots • professional discussions.

Unit 06 Values and standards (T/508/4059) (cont'd)

Learning outcome 3

The learner will:

Identify own values, morals and standards.

The learner must:

- participate in moral dilemma activities
- produce a self-assessment
- compare own values, morals and standards with others.

Grading descriptors:
Pass: Makes reasoned conclusions based upon appropriate information and research.
Merit: Makes reasoned and balanced conclusions based upon appropriate information and research.
Distinction: Makes well-reasoned and balanced conclusions based upon appropriate information and research, which informs future developments.
Delivery and assessment:
Learners must take part, with others, in moral-dilemma-based activities. The learner could be provided with case studies, role plays, paper exercises or table-top scenarios to explore values, morals and standards. Learners must then participate in a group discussion to discuss the importance of these within uniformed services. The learner must reflect and self-assess their own personal values, morals and strengths against those of their chosen uniformed service. Following the moral dilemma activities and group discussion, the learner must write a reflective report outlining their perceived strengths and areas for development to meet those values, morals and standards valued by their chosen uniformed service, and a considered opinion of the effects that public perception can have on a uniformed service. The learner must then compare their own values, morals and standards with others.
Types of evidence:
Evidence must include: • report. Evidence could include: • audio-visual • witness testimonies • peer feedback • tutor feedback • professional discussions.

Unit 07 Mental and physical wellbeing (K/508/4060)

Unit summary	In this unit learners will understand the factors that can affect physical and mental wellbeing and why these are important in the uniformed services. The learner must produce a plan for a healthy lifestyle and keep a diary. Learners will also review and amend their plan.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the importance of mental and physical wellbeing in the uniformed services.

The learner must:

- identify factors that can affect mental and physical wellbeing
- explain the importance of mental and physical wellbeing in the uniformed services.

Grading descriptors:
Pass: Makes reasoned conclusions about the importance of mental and physical wellbeing based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the importance of mental and physical wellbeing based on the information.
Distinction: Makes well-reasoned and defined conclusions about the importance of mental and physical wellbeing which inform future developments.

Unit 07 Mental and physical wellbeing (K/508/4060) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must produce a guide to physical and mental wellbeing in relation to the uniformed services. It must include the following: • the benefits of healthy eating and exercise on the body • the effects of drink, drugs and smoking on the body and the service tolerance towards these • the need for hygiene in the uniformed services including body, clothing and equipment • the effects of minor disabilities on the body, for example, eyesight, asthma, diabetes • causes of stress and how to manage them • signs and symptoms of Post-Traumatic Stress Disorder (PTSD). Factors could include: • poor diet • lack of exercise • minor disabilities, for example asthma, eyesight • stress, for example current and post-traumatic • substance abuse for example alcohol, drugs. Learners must include an explanation of: • why a diet and exercise plan is important in uniformed services • the potential consequences of substance and alcohol abuse • why stress management is important in the uniformed services. Learners must also include information on a range of different organisations that can help with physical and/or mental wellbeing issues. Sources could include: • GP services • Drink Aware • Alcoholics Anonymous • NHS Choices • MIND • FRANK.

Unit 07 Mental and physical wellbeing (K/508/4060) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • guide. Evidence could include: • web pages • presentation • blogs • posters • leaflets • professional discussions.

Unit 07 Mental and physical wellbeing (K/508/4060) (cont'd)

Learning outcome 2

The learner will:

Prepare and use healthy lifestyle plans.

The learner must:

- produce a personal healthy diet plan
- produce a personal exercise plan
- produce a mental wellbeing journal
- use the plans for a given period.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing lifestyle plans.
Merit: Process and outcome will show the effective application of specialist skills in completing lifestyle plans.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing lifestyle plans.
Delivery and assessment:
The learner must produce and use the following plans. Eating/Diet Plan The learner must produce an eating plan to cover a 2-week period, which follows a self-assessment of current diet, whilst recognising the recommended daily consumptions in terms of: • alcohol units • fruit, and vegetables • carbohydrates and fat, etcetera. It should also balance food input against any intended output connected to any exercise regime. The eating plan should set targets for either weight loss or weight gain depending on the individual concerned. Exercise Plan The learners must produce a personal exercise plan, which takes into consideration: • their current fitness assessment • the fitness requirements of the chosen uniformed service • a structured exercise programme to achieve targets • setting achievable targets • a record of all physical activities • ongoing weekly fitness assessments.

Unit 07 Mental and physical wellbeing (K/508/4060) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):

Mental Wellbeing Journal

The learners must reflect on those areas of their life which can cause short- or long-term stress and list them in a mental wellbeing journal.

Examples of stressors are:

- time pressure
- heavy workloads
- examinations
- unpleasant news
- anxiety.

Keeping a mental wellbeing journal is an important way for the individual to understand the causes of short-term stress and how the individual reacts to stress. It can also give a good indication of the levels of stress that an individual prefers to operate at.

The journal must include:

- date and time of entry
- personal record about stresses being experienced
- how the individual felt at that time using a scale 1-10 (10 being the most stressed)
- what were the symptoms of stress (anger, headache, pulse racing etcetera)
- how the event that caused the stress was handled.

The plans should be followed for a minimum of 2 weeks and learners should record their progress and any issues encountered.

Types of evidence:

Evidence must include:

- diet plan
- exercise plan
- mental wellbeing journal
- self-assessments
- research notes.

Evidence could include:

- witness testimonies
- posters
- web pages
- blogs
- professional discussions.

Unit 07 Mental and physical wellbeing (K/508/4060) (cont'd)

Learning outcome 3

The learner will:

Review and amend their plans to ensure they have a healthy lifestyle conducive to being a member of the uniformed services.

The learner must:

- review any changes to their mental and physical wellbeing as a result of using their plans

Grading descriptors:
Pass: Makes reasoned conclusions about the health of their lifestyle based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the health of their lifestyle based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the health of their lifestyle which inform future developments.
Delivery and assessment:
The learner must review their personal diet and exercise plan on a weekly basis to ensure progress against targets. Learners can reflect on the mental wellbeing journal after a few entries to analyse: • what were the frequent stressors • which were the most unpleasant • what were the underlying causes • how the learner handled the stressful event • any improvement or otherwise to mental wellbeing. Learners must produce an evaluation about the effectiveness of the plans.
Types of evidence:
Evidence must include: • reviews • evaluation. Evidence could include: • presentation • web pages • blogs • screenshots • professional discussions.

Unit 08 Carry out map reading and navigation across open country (M/508/4061)

Unit summary	In this unit learners will know about safety requirements when navigating routes. Using this knowledge, learners will plan and navigate a route across open country, prepare route cards and deliver a safety brief to participants. Learners will then evaluate their own map-reading and navigation skills.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand safety requirements when navigating routes.

The learner must:

- understand how physical and mental wellbeing may be affected during navigation
- describe terrain, adverse weather conditions, clothing and equipment required for different routes
- understand how to respond to and report an incident or accident

Grading descriptors:
Pass: Possible solutions to complex technical problems are identified.
Merit: Effective solutions to complex technical problems are identified.
Distinction: Effective solutions to complex technical problems are identified and their implementation planned.

Unit 08 Carry out map reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a safety guide to explain safety requirements for consideration for navigation. The learner must research factors which could affect physical and mental wellbeing during navigation, for example overheating, being too cold, not drinking enough water, getting lost, injury, not wearing suitable clothing, inadequate preparation, etcetera. The learner must describe the effects of these factors and provide solutions to reduce the likelihood of or to prevent these factors from occurring, for example: • using a buddy system • first aid equipment • risk assessments. The learner must describe different types of terrain which may be encountered on a navigation route. The learner must explain the effects of changing weather conditions including mountain weather, thunderstorms, lightning, cloud formations and meteorology, and consider how this may impact on planning and resources. The learner must describe the type of clothing and equipment (including safety equipment) needed for navigating routes. The learner should be given realistic incident or accident scenarios and produce incident report forms. Learners should describe appropriate actions to take for each scenario. This should include how to report the incident or accident and to which organisation/individual.
Types of evidence:
Evidence must include: • safety guide • incident report forms. Evidence could include: • risk assessment • professional discussions.

Unit 08 Carry out map reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 2

The learner will:

Prepare and undertake a route across open country.

The learner must:

- prepare a plan for a route across open country
- prepare route cards to navigate across open country
- prepare and deliver a safety brief for participants on the route
- undertake a route across open country using relocation strategies when necessary.

Grading descriptors:
Pass: Planning and navigation will show application of some specialist skills in undertaking a route.
Merit: Planning and navigation will show the effective application of specialist skills in undertaking a route.
Distinction: Planning and navigation will show the consistent effective application of specialist skills in undertaking a route.
Delivery and assessment:
The learner must interpret the contents of a chosen map and must describe their understanding of the following factors: • contours • terrain • conventional symbols. The learner must plan the navigation of a route, taking into consideration different terrains and how this can impact on rescue or other emergency situations. The learner must be given a brief from which they should produce a route card, to include: • grid references • bearings – magnetic and grid, using compass or protractor • distances • time appreciation (for example, Naismith's rule) • features • comments • start and finish points • route map • safety points.

Unit 08 Carry out map reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):
Each learner must prepare and deliver a safety brief and take the lead in navigating the route. This should cover: • weather • terrain • clothing/equipment check • shelter • keeping together • emergency procedures • taking responsibility. Learners should take the lead in navigating the route and demonstrate the following: • interpreting contents of a chosen map to the ground • using a compass to find directions • using bearings on broken terrain using an appropriate technique • judging distance accurately on the ground • identifying location on the ground using map and compass • navigating the route across open country. When the learner navigates the route across open country they must use the prepared route cards. Learners must obtain feedback from route participants, tutors or others involved. **Note**: Learners can take it in turns to lead a group on the same route if resources don't allow several routes to be undertaken.
Types of evidence:
Evidence must include: • safety briefing • route card • tutor/peer feedback. Evidence could include: • audio-visual • professional discussions.

Unit 08 Carry out map reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 3

The learner will:

Evaluate their own map-reading, route-planning and navigation skills.

The learner must:

- review their own map-reading. route-planning and navigation skills
- evaluate the accuracy of the route card
- evaluate the effectiveness of the safety brief.

Grading descriptors:
Pass: Makes reasoned conclusions about their map-reading, route-planning and navigation skills based on appropriate information.
Merit: Makes reasoned and balanced conclusions about their map-reading, route-planning and navigation skills based on the information.
Distinction: Makes well-reasoned and balanced conclusions about their map-reading, route-planning and navigation skills which inform future developments.
Delivery and assessment:
The learner must produce a written debrief of all aspects of the navigation exercise, to include: • map-reading ability • navigation skills • accuracy of the route card • effectiveness of the safety brief • navigation outcomes • individual strengths and weaknesses. Debriefing must include feedback from tutor, peers or others. It could be designed using the following mnemonic: C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review.

Unit 08 Carry out map reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • debrief report. Evidence could include: • audio-visual presentation • witness testimony • professional discussions.

Unit 09 Telecommunications in the uniformed services (A/508/4063)

Unit summary	In this unit, learners will understand different communication methods and types of communication systems, together with the importance of communication skills and planning communications. They will explore the use of a range of communications and procedures and send and receive messages using different systems.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand telecommunication systems in the uniformed services.

The learner must:

- describe types of communication systems used in the uniformed services
- explain communication security
- describe the importance of planning communication
- understand importance of effective speaking and listening skills.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 09 Telecommunications in the uniformed services (A/508/4063) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must research types of current communication systems used within the uniformed services and explain the reliance placed upon technology. Learners should choose two services, one military and one non-military service. For example: • radio • telephone • text • email • internet • wireless networking • Guided Weapons Systems • unpiloted drones • satellites (GPS – Global Positioning Systems) • video conferencing such as Teams • social media. The learner could examine systems used in military and non-military services for compatibility for example are the police able to talk to the military over existing radio systems? Within communication security the learner should investigate the threat to communications posed by external forces and describe potential solutions or procedures which could be used to counteract security threats. Learners must explain the importance of planning a communication and the possible implications this could have in an operational situation. Learners must describe the key speaking and listening skills required for effective telecommunications and provide examples of when each type is appropriate to use.
Types of evidence:
Evidence must include: • report • presentation. Evidence could include: • witness testimony • peer report • audio-visual • professional discussions.

Unit 09 Telecommunications in the uniformed services (A/508/4063) (cont'd)

Learning outcome 2

The learner will:

Understand the use of radio within the uniformed services.

The learner must:

- understand types of radio communication
- understand radio procedures within a selected uniformed service
- recognise the advantages and disadvantages of radio as a means of communication.

Grading descriptors:
Pass: Supports all points about the use of radio with some sophisticated examples.
Merit: Supports all points about the use of radio with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about the use of radio with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must describe different types of radio communications which include: • military radios (Bowman) • Personal Role Radio (PRR – H4855) • frequency types: high (HF), very high (VHF) and ultra high (UHF). Learners must include a range of different radio communications which could include: • code words • call signs • phonetic alphabet • test calls • standard voice procedures. The radio procedures for a selected uniformed service must be described, together with the advantages and disadvantages of radio as a communication mechanism.

Unit 09 Telecommunications in the uniformed services (A/508/4063) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • poster • visit notes • observation notes • professional discussions.

Unit 09 Telecommunications in the uniformed services (A/508/4063) (cont'd)

Learning outcome 3

The learner will:

Explore forms of communication used by the uniformed services.

The learner must:

- demonstrate different methods to send and receive a message
- deliver a radio message using the phonetic alphabet
- apply radio security.

Grading descriptors:
Pass: Completes a series of tasks following a realistic brief.
Merit: Completes a series of complex tasks mostly accurately following a realistic brief.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements of the realistic brief.
Delivery and assessment:
The learner will send and receive messages using appropriate communication mechanisms based upon different scenarios provided by the tutor. Types of communication could include: • text messages • emails • social media • radio communications • phonetic alphabet • video conferencing such as Teams. Scenarios could include critical incidents, search and rescue situations, dealing with a complaint. Learners should identify the most appropriate communication method for each scenario.
Types of evidence:
Evidence must include: • written communications • audio-visual. Evidence could include: • witness testimony • peer report • screenshots • professional discussions.

Unit 09 Telecommunications in the uniformed services (A/508/4063) (cont'd)

Learning outcome 4

The learner will:

Evaluate their communication skills.

The learner must:

- review their use of communication systems
- evaluate their communication skills.

Grading descriptors:
Pass: Identifies correctly the most/least important strength or weakness and provides some evidence to justify their choice.
Merit: Identifies correctly the most/least important strength or weakness and provides detailed evidence to justify their choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and assessment:
The learner must produce a report/presentation evaluating the communication methods used in LO3 and their personal communication skills, and justify the use of the communication methods used compared with other methods available. The learner must complete a self-assessment of their use of communication skills identifying strengths and areas for development by producing a SWOT analysis and using feedback from others. The learner must evaluate the communication methods used as part of the exercise. Learners could consider: • which system was most effective in delivering messages and why? • which system was the most secure and why? • which system was the most reliable and why? • would another communication system or method be more efficient, effective or secure? Learners should give reasons for their decisions.
Types of evidence:
Evidence must include: • report or presentation • SWOT analysis. Evidence could include: • witness testimonies • peer feedback • professional discussions.

Unit 10 Understand conflict management and personal protection (J/508/4065)

Unit summary	In this unit learners will investigate hazardous situations, personal space, signs of aggression and the importance of vigilance. Learners will also understand and demonstrate self-defence techniques for personal protection and the implications of taking physical action in conflict situations.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand responses to conflict situations.

The learner must:

- explain the importance of vigilance for self-protection in hazardous situations
- explain personal space
- describe verbal and non-verbal communication techniques that can be used as a self-defence response
- explain how and when to use different self-defence techniques.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words in the form of a conflict management leaflet.
Merit: Uses information found in different formats from at least two specialist sources and communicates it, mostly accurately, in the form of a conflict management leaflet.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in the form of a conflict management leaflet.

Unit 10 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a conflict management leaflet to explain why constant vigilance is important for self-protection, including: • importance of vigilance • consequences of not being vigilant. The learner must include a description of hazardous situations and how they could escalate to conflict and how they can be prevented. The learner must explain what is meant by 'personal space' and identify the different zones of personal space. They will also describe the factors that affect personal space and explain why personal space is important in a conflict situation. The learner must describe the warning and danger signs which indicate aggression. The learner must describe verbal and non-verbal communication techniques that can be used as self-defence techniques and explain what these are. The learner will also explain how reaction times influence the use of self-defence techniques. Learners must be given a scenario of an attack at close range, by multiple attackers, and identify the best method of self-defence and why.
Types of evidence:
Evidence must include: • leaflet (paper-based or digital). Evidence could include: • report or presentation • web pages • audio-visual presentation • professional discussions.

Unit 10 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 2

The learner will:

Understand the implications of taking physical action in conflict situations.

The learner must:

- explain reasonable force
- explain the defence of property
- explain the implications of using self-defence techniques in a conflict situation
- outline legislation related to self-defence.

Grading descriptors:
Pass: Describes issues of current practice in dealing with conflict situations.
Merit: Describes issues of current practice, in dealing with conflict situations, using appropriate specialist language in context.
Distinction: Describes issues of current practice, in dealing with conflict situations, correctly applying specialist language in context.
Delivery and assessment:
The learner must explain what is meant by: • reasonable force • defence of property. The learner must explain the implications of: • using self-defence techniques in a conflict situation. Learners should also outline: • the key points of legislation related to self-defence.
Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • posters • case study • professional discussions.

Unit 10 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 3

The learner will:

Demonstrate self-defence techniques for personal protection.

The learner must:

- use a variety of self-defence techniques to respond to armed and unarmed attacks

Grading descriptors:
Pass: Investigates complex technical problems for self-defence, trying out several possible solutions.
Merit: Some complex, technical problems for self-defence are resolved.
Distinction: Complex, technical problems for self-defence are effectively resolved.
Delivery and assessment:
The learner should demonstrate different techniques in defending against armed and unarmed attacks and single and multiple attackers. The demonstration will include awareness of how reaction times can influence the techniques used. The learner should be able to demonstrate a variety of arrest and restraint techniques which would be used within the protective services; learners must show an awareness of how reaction times can influence the effectiveness of the techniques used. The learner must produce a reflective account of their arrest and restraint techniques, which includes reasons for choosing specific techniques. **Note**: This learning outcome (LO) should be delivered by a qualified and/or experienced tutor ensuring the safety of all learners. If this is not possible a simulation would be acceptable.
Types of evidence:
Evidence must include: • reflective account. Evidence could include: • audio-visual • tutor/peer feedback • professional discussions.

Unit 11 The influence of UK government, international organisations and the media on the uniformed services (L/508/4066)

Unit summary	In this unit learners will examine the sectors of government that influence the uniformed services and research the roles of a range of international organisations with which they co-operate. They will research the impact of the judicial process on uniformed service personnel and explain how the media affects public perception of uniformed services.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the influence of UK government and international organisations on the role of the uniformed services.

The learner must:

- describe sections of UK government that influence the uniformed services
- explain the roles of international organisations that work in co-operation with the uniformed services.

Grading descriptors:
Pass: Supports all points about influence of government and international organisations on the role of uniformed services with some sophisticated examples.
Merit: Supports all points about influence of government and international organisations on the role of uniformed services with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about influence of government and international organisations on the role of uniformed services with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must produce a report which describes the departments of the UK government that directly influence the role on the uniformed services including military and non-military. The report must make reference to: • Home Office (police, fire, ambulance, prison services) • Foreign, Commonwealth and Development Office (FCDO) (foreign policy, overseas conflicts) • Ministry of Defence (army, navy, air force) deployment & and resources • The UK Exchequer (how the uniformed services are funded) • COBR (Cabinet Office Briefing Rooms) where the critical decisions are made in terms of deployment to incidents both national or international • Ministry of Justice (courts) • Department of Health and Social Care (NHS/ambulance service) • Department for Transport (coastguard).

Unit 11 The influence of UK government, international organisations and the media on the uniformed services (L/508/4066) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
The learner must research these departments and analyse how each can have an effect on the ability of the uniformed services to perform their core roles both within the UK and abroad where appropriate. The learner could compare the interaction between these departments to demonstrate how the core business of one department can influence the business of another. For example: • if Police Service or Fire Service budgets are cut, these services may not be able to deliver their core services efficiently and effectively to meet Home Office requirements • how would the uniformed services deliver their core business if a terrorist attack on the UK mainland results in huge casualties resulting in the deployment of the Army, Police and Fire Service resources? The learner must research the roles of organisations such as NATO, UN, EU, Red Cross, UNICEF and International Criminal Court (ICC), for example, when exploring international organisations that co-operate with the UK uniformed services. The learner must include in their report how these organisations can influence the UK uniformed services dealing with incidents or conflict.
Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • poster • web pages • professional discussions.

Unit 11 The influence of UK government, international organisations and the media on the uniformed services (L/508/4066) (cont'd)

Learning outcome 2

The learner will:

Understand judicial processes which apply to the UK uniformed services.

The learner must:

- describe the impact of the judicial process on the military and non-military uniformed services personnel.

Grading descriptors:
Pass: Describes issues of current practice regarding judicial processes.
Merit: Describes issues of current practice regarding judicial processes, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding judicial processes, correctly applying specialist language in context.
Delivery and assessment:
Learners must produce handbooks for a new recruit to one military and one non-military uniformed service, which describe the judicial processes affecting personnel and the wider impact it could have on them as individuals. The learner must refer to at least two recent examples and case studies of the impact of judicial processes on military and non-military uniformed services personnel. Learners should provide examples such as: • non-military (police), armed police shooting a member of the public • non-military (prison) inhumane treatment of prisoners • military (Army) soldiers investigated for unauthorised shooting of unarmed civilians in a war zone • military (RAF) fighter pilots knowingly engaging civilian targets. Other examples that could be included are rules of conflict and rules of engagement, Police firearms, Geneva Convention, Human Rights Act 1998, civil liberties. For further support in delivering and assessing this learning outcome (LO) please refer to the qualification glossary, the levelling grading descriptors document and the sample work.
Types of evidence:
Evidence must include: • handbook • case studies. Evidence could include: • presentation • professional discussions.

Unit 11 The influence of UK government, international organisations and the media on the uniformed services (L/508/4066) (cont'd)

Learning outcome 3

The learner will:

Explain the effect of the media on the uniformed services.

The learner must:

- explain how public perception of the uniformed services is influenced by the media
- describe how the uniformed services use media.

Grading descriptors:
Pass: Supports all points about the effect of the media upon public perception of the uniformed services with some sophisticated examples.
Merit: Supports all points about the effect of the media upon public perception of the uniformed services with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about the effect of the media upon public perception of the uniformed services with sophisticated examples and appropriate comparisons.
Delivery and assessment:
Learners must produce a report or presentation on how media affects the uniformed services. The learner must research a minimum of two nationally reported news stories which demonstrate how media reporting affects public perception of the uniformed services – for example, whether television adverts for army recruits affect applicant numbers. Learners should comment on the effect of both positive and negative reporting. Learners should also include details of the response given to the media by the uniformed service. Learners must include an explanation of how uniformed services use media to improve their service, such as communications with the public, asking for witnesses to crimes and so on – for example, Crimewatch, press conferences.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • press reports and cuttings • screenshots • professional discussions.

Unit 12 Collaboration between uniformed services (Y/508/4068)

Unit summary	In this unit, learners will demonstrate an understanding of the roles and responsibilities of statutory and non-statutory services at emergency incidents. They will identify the benefits and challenges of collaborative working. They will review a recent major incident. Learners will demonstrate the skills and knowledge by participating in a practical scenario.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand collaboration between uniformed services.

The learner must:

- identify the statutory and non-statutory services that may work together in a major incident
- describe the roles and responsibilities of each service at a major incident
- describe the benefits and challenges of working collaboratively in the uniformed services.

Grading descriptors:
Pass: Makes reasoned conclusions about collaborative working based on appropriate information.
Merit: Makes reasoned and balanced conclusions about collaborative working based on the information.
Distinction: Makes well-reasoned and balanced conclusions about collaborative working which inform future developments.

Unit 12 Collaboration between uniformed services (Y/508/4068) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a research file to explain when collaborative working between uniformed services is required, for example, following a major incident or accident requiring more than the resources available to local emergency services. This should include a description of the statutory and non-statutory services which may be required at an incident, together with a description of the roles and responsibilities of each service. Learners must also examine the benefits and challenges that this type of joint collaboration can bring. The learner must explain the benefits of working collaboratively including: • mutual goals • shared responsibility • shared resources • efficiency. Learners must explain the main challenges, including: • primacy • hierarchy (gold, silver and bronze) • professional conduct • group dynamics • responsibility • experience.
Types of evidence:
Evidence must include: • research file. Evidence could include: • web pages • case studies • report • professional discussions.

Unit 12 Collaboration between uniformed services (Y/508/4068) (cont'd)

Learning outcome 2

The learner will:

Evaluate a collaborative approach to a major incident

The learner must:

- analyse a major incident
- describe how it was resolved
- explain theories of team building.

Grading descriptors:
Pass: Describes the effectiveness of the processes and practices involved in the collaboration and links these to success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the processes and practices involved in the collaboration and justifies their use.
Distinction: Describes the effectiveness of the processes and practices involved in the collaboration, justifies their use and suggests improvements.
Delivery and assessment:
Learners will identify a suitable major incident, recent or historic, which brought military and non-military uniformed services together to form a collaboration to bring the incident to a conclusion. Learners must produce a case study which will include the services involved, their roles and responsibilities, how the incident was resolved and what specific benefits and challenges there were for this collaboration. The learner will explain how teams work collaboratively and the roles which are required for teams to work effectively, with reference to Belbin, Tuckman, John Adair, gold, silver and bronze commanders, major incident declared, exact location, type of incident, hazards, access, number of casualties, emergency services (METHANE).
Types of evidence:
Evidence must include: • case study. Evidence could include: • audio-visual • presentation • report • web pages • professional discussions.

Unit 12 Collaboration between uniformed services (Y/508/4068) (cont'd)

Learning outcome 3

The learner will:

Participate in a joint services collaboration exercise.

The learner must:

- participate in a joint services team activity involving a major incident
- participate in a joint services collaboration exercise
- produce a debrief at the conclusion of the exercise.

Grading descriptors:
Pass: The plan and implementation will show application of some specialist skills in participating in a joint services collaborative exercise.
Merit: The plan and implementation will show the effective application of specialist skills in a joint services collaborative exercise.
Distinction: The plan and implementation will show the consistent effective application of specialist skills in a joint services collaborative exercise.
Delivery and assessment:
Learners must take part in an realistic scenario which could be: • a paper-based table-top exercise • physical exercise at an appropriate venue. Learners will plan an exercise in such a way that the chosen uniformed service is working collaboratively with one other uniformed service. A military and non-military service should be included. Learners will include in the plan a solution to the incident and ensure that the team has sufficient resources to meet the operational objectives. All learners should have at least one identified role. Possible scenarios: • terrorist attack • train crash • bombing • plane crash • escape from a building. The plan must include a clear purpose, objective and timetable.

Unit 12 Collaboration between uniformed services (Y/508/4068) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
Learners will participate in the team activity using a reflective journal to record issues, outcomes and other observations. Learners must produce a briefing for use by all members of their team. The briefing could be structured using the following mnemonic: S - Situation M - Mission E - Execution A - Ask questions or administration and logistics C - Confirm understanding. Learners should experience different roles and tasks where possible. At the conclusion of this exercise the learners must carry out a debrief and submit a report which could include recommendations for improvements in the process. The debrief may follow the mnemonic CIAPOAR which comes from the National Decision Model (NDM): C - Code of Ethics I – Information A - Assessment P - Powers and policy O - Options A - Actions R - Review.
Types of evidence:
Evidence must include: • activity brief • plan • journal • debrief. Evidence could include: • audio-visual • witness testimony • professional discussions.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069)

Unit summary	In this unit, learners will understand how the Civil Contingencies Act 2004 and emergency planning play a major role in preparing emergency services to respond effectively to major incidents. The learners will develop knowledge of the agencies involved in emergency planning, the need for this and the key aspects of civil contingency planning for major incidents. The learner will develop skills in preparing for a particular major incident and have the opportunity to practic**e** and demonstrate these skills in a simulated scenario to show they understand how emergency and public services plan and manage major incidents.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the impact of major incidents.

The learner must:

- describe what is meant by a major incident
- describe the effects of major incidents on individuals and organisations.

Grading descriptors:
Pass: Supports all points with some examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must provide a definition of the term 'major incident', with recent examples, including both natural and man-made incidents. This should include which services were involved in the incident, both statutory and non-statutory, together with the cause(s) of the incident. They must explain the ongoing effects on individuals and organisations which also need to be addressed by services, once an incident is resolved. These include: • loss of income/home • emergency shelter • post-traumatic stress disorder (PTSD) • loss of law and order • loss of power, utilities • disease. The learner must also describe the more wide-ranging effects of such incidents, which should include: • reviews of disasters for example public enquiries • prevention (improved planning and technology, etcetera) • new legislation for example terrorism laws, criminal offences • procedures for example new police powers; secure airport check-in.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • case studies • web pages • screenshots • professional discussions.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069) (cont'd)

Learning outcome 2

The learner will:

Understand the factors to be considered in emergency situations.

The learner must:

- understand the need for emergency planning
- explain the Civil Contingencies Act (2004)
- explain the role of different agencies involved in emergency situations
- explain the deployment of agencies to a major incident.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and assessment:

Learners must produce an induction training manual, to include:
 	
• the need to plan for civil emergencies and the requirements of the Civil Contingencies Act 2004
  o major incident planning and the phases involved
• the role of different agencies involved in emergency situations
• chain of command (Gold, Silver, Bronze) and the skills required, such as:
  o effective communication
  o effective decision making
  o effective control
  o problem solving
• incident primacy
• health and safety considerations.
 	
The manual must include an explanation of the key purpose and content of the Civil Contingencies Act (2004).

Types of evidence:
Evidence must include: • induction training manual. Evidence could include: • report • presentation • professional discussions.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069) (cont'd)

Learning outcome 3

The learner will:

Demonstrate the skills and knowledge required to manage an emergency situation scenario.

The learner must:

- plan for an emergency major incident scenario
- undertake emergency response procedures
- demonstrate primacy and chain of command
- demonstrate effective communication procedures in emergency situations.

Grading descriptors:
Pass: The plan and implementation will show application of some specialist skills in participating in an emergency major incident scenario.
Merit: The plan and implementation will show the effective application of specialist skills in an emergency major incident scenario.
Distinction: The plan and implementation will show the consistent effective application of specialist skills in an emergency major incident scenario.
Delivery and assessment:
The learner must take part in a simulated scenario for example a terrorist attack, motorway car crash, building collapse. Learners must produce a plan based on the scenario, which will be based upon the research undertaken in learning outcome (LO) 2. Learners must implement the scenario plan, ensuring that they have the opportunity to demonstrate the skills required for chain of command.
Types of evidence:
Evidence must include: • plan • observation reports • witness testimony. Evidence could include: • audio-visual • professional discussions.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069) (cont'd)

Learning outcome 4

The learner will:

Evaluate the outcome of the simulated scenario.

The learner must:

- review their personal performance during the simulated exercise
- evaluate the outcome of the simulated exercise and effectiveness of the plan.

Grading descriptors:
Pass: Describes the effectiveness of the plan and response and links these to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the plan and response and justifies their use.
Distinction: Describes the effectiveness of the plan and response, justifies their use and suggests improvements.
Delivery and assessment:
The learner must review the simulated scenario and produce a debrief report outlining areas for development. The debrief may follow the mnemonic CIAPOAR: C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review. Areas for development could include: • tactical training exercises • updating emergency procedures • training together with other services • local resilience forum meetings.

Unit 13 Emergency planning and response in the uniformed services (D/508/4069) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • debrief report. Evidence could include: • presentation • witness testimony • peer feedback • professional discussions.

Unit 14 Understand the impact of war and conflict on uniformed services (R/508/4070)

Unit summary	In this unit learners will explain how conflict or civil unrest can affect the operational capacity of uniformed services and the impact of government agendas on them. Learners will research causes of war and conflict and the methods used by the uniformed services to combat and prevent these events. They will also examine the impact on society of recent acts of terrorism and the effects on national security.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the impact that war and conflict can have on UK non-military uniformed services.

The learner must:

- explain how conflict or civil unrest can affect the operational capacity of non-military uniformed services
- describe how the changing political agenda of government can impact the non-military services.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.

Unit 14 Understand the impact of war and conflict on uniformed services (R/508/4070) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a report to explain how war, conflict, terrorism and civil unrest have impacted on the UK non-military services in terms of carrying out their core role in society and provide recent examples (20th century onwards) to underpin their findings. This must also include how government agendas can impact on services, for example, how resources (human and physical) are allocated. The learner must research a specific conflict to analyse: • political agenda • the impact upon communities • the circumstances leading up to the conflict • the nature of the conflict • how the conflict was dealt with • the outcome of the conflict. The chosen conflict should be one that has reached a conclusion, not one that is ongoing.
Types of evidence:
Evidence must include: • report. Evidence could include: • poster • case study • web pages • screenshots • presentation • professional discussions.

Unit 14 Understand the impact of war and conflict on uniformed services (R/508/4070) (cont'd)

Learning outcome 2

The learner will:

Understand how the UK armed services deal with war and conflict.

The learner must:

- summarise causes of war and conflict
- explain methods used by UK armed services to combat and prevent both national and international war and conflict.

Grading descriptors:
Pass: Uses information about how UK armed services deal with war and conflict from a specialist source and communicates in own words.
Merit: Uses information about how UK armed services deal with war and conflict found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information about how UK armed services deal with war and conflict appropriately taken from a wide range of specialist sources in different formats and accurately communicates it in own words.
Delivery and assessment:
The learner must summarise causes of war and conflict. They must identify the reasons used to incite at least two different types of national and international conflict situations dealt with by uniformed services. The learner must describe the methods used by UK armed services to combat and prevent both national and international war and conflict.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • web pages • case studies • screenshots • professional discussions.

Unit 14 Understand the impact of war and conflict on uniformed services (R/508/4070) (cont'd)

Learning outcome 3

The learner will:

Review recent acts of terrorism on mainland Europe.

The learner must:

- analyse the effects that recent acts of terrorism have had on society
- review the impact of terrorist acts on uniformed services.

Grading descriptors:
Pass: Makes reasoned conclusions about recent acts of terrorism based on appropriate information.
Merit: Makes reasoned and balanced conclusions about recent acts of terrorism based on the information.
Distinction: Makes well-reasoned and balanced conclusions about recent acts of terrorism which inform future developments.
Delivery and assessment:
Learners must research a recent act of terrorism on Europe and review the effects this has had on society within those areas affected, including the impact on community cohesion within multicultural societies. The learner must choose examples of multicultural groups and how they have reacted to recent acts of terrorism and the effects on national security.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • audio-visual • case studies • posters web pages • blogs • professional discussions.

Unit 15 Sports coaching (D/508/4122)

Unit summary	In this unit learners will develop their knowledge of the roles and responsibilities of sports coaches; they will look at different techniques that are used to improve the performance of athletes. Learners will then plan, deliver and evaluate a sports coaching session.
Total Qualification Time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the process of learning and transferring information.

The learner must:

- explain how people learn new skills and develop attributes
- describe the methods of transferring information from coach to athlete.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Delivery and assessment:

Learners must produce a report to explain:

- the way in which people may learn:
  - visual, aural (or auditory), read/write, kinaesthetic (VARK, created by Neil Fleming)
  - Kolb Learning Cycle
  - Honey and Mumford Learning Styles/Preferences
- the effects of environments for coaching and learning
- information processing, such as short-term sensory store, short-term and long-term memory stores
- long-term athlete development (LTAD) models, for example National Governing Body (NGB) models, such as the Lawn Tennis Association (LTA).

Learners must research case studies of practical examples of where a coach has successfully transferred knowledge, skills and techniques to performers.

Learners could take part in role plays, simulation or scenarios to reinforce transfer and processing of new information.

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • report • case studies. Evidence could include: • presentation • professional discussions.

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 2

The learner will:

Understand the skills, knowledge and qualities that coaches require to enhance athlete performance

The learner must:

- describe the skills and knowledge coaches need to develop and improve on an athlete's performance
- describe the qualities of an effective coach
- describe how coaches apply best practice and reflection.

Grading descriptors:
Pass: Makes reasoned conclusions about the skills and qualities of coaches based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the skills and qualities of coaches based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the skills and qualities of coaches which inform future developments.
Delivery and assessment:
Learners must produce a case study highlighting and describing the importance of coaches having skills and qualities such as: • verbal and non-verbal communication • rapport • diplomacy • motivation • time-keeping • organisation and administration • personal qualities • professionalism • being a role model • empathy • approachability • enthusiasm • confidence • self-reflection • self-analysis • problem solving • willingness to undertake continuing professional development (CPD) in coaching.

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):

The case study must demonstrate the importance of sports-specific knowledge and skills such as:

- technical and tactical performance models in selected sports (learner specialisms)
- other specific sport knowledge requirements such as rules
- appropriate drills/practices
- techniques
- differentiation
- conditional adaptations
- progression.

Learners must describe different techniques that are used by coaches to improve the performance of athletes. They must describe what these techniques are and how they can be used effectively to improve performance.

The techniques could include:

- observation analysis
- performance profiling
- fitness assessment
- goal setting
- simulation
- effective demonstration
- technical instruction
- developing performer coaching diaries
- adapting practices to meet individual needs
- designing effective practice sessions.

Types of evidence:

Evidence must include:

- case study.

Evidence could include:

- research file
- report
- presentation
- screenshots
- professional discussion
- press cuttings

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 3

The learner will:

Produce and deliver a coaching session for athlete development.

The learner must:

- identify planning considerations
- plan a sports coaching session
- deliver a sports coaching session.

Grading descriptors:
Pass: The planning and delivery of the coaching session will show application of some specialist skills.
Merit: The planning and delivery of the coaching session will show the effective application of specialist skills.
Distinction: The planning and delivery of the coaching session will show the consistent effective application of specialist skills.
Delivery and assessment:
Learners must identify planning considerations prior to preparing sessions for example: • athlete and/or group demographic for example numbers, age, gender, ability, special needs, targets, facilities • resource needs - human, physical, environmental • health and safety requirements and considerations, risk assessing, emergency procedures and contingencies. Learners must produce a sports coaching session plan. The session plan must: • have clear aims and objectives • include timings • include equipment • show technical development • show application of development • be game or performance related.

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
The plan must be structured so that it follows national governing bodies' guidelines including warm-up, main body and cool down. Technical development could include: • stage of competition cycle • linking activities • chaining • technical introduction • demonstration • whole-part-whole methods • technical correction • advancements • adding in conditions • opposed versus unopposed. The learners must then use the plan and deliver a training session of at least 20 minutes. When delivering the session, learners must display the skills of a coach, knowledge (technical and tactical), good practice, clear adherence to health and safety and some analysis of performance and appropriate performer feedback. The tutor must observe the learners coaching their peers or another suitable group. The assessor must ensure that they have evidence to support the assessment process, for example video.
Types of evidence:
Evidence must include: • session plan • learner observation • audio-visual. Evidence could include: • tutor, peer or participant observation • professional discussions.

Unit 15 Sports coaching (D/508/4122) (cont'd)

Learning outcome 4

The learner will:

Review the sports coaching session.

The learner must:

- review their own sports coaching performance
- explore the impact sports coaching has had on participant's performance.

Grading descriptors:
Pass: Describes the effectiveness of the planning and delivery and links these to the success or otherwise of the overall outcome of the sports coaching performance.
Merit: Describes the effectiveness of the planning and delivery and justifies their use during sports coaching performance.
Distinction: Describes the effectiveness of the planning and delivery, justifies their use and suggests improvements to the sports coaching performance.
Delivery and assessment:
Within the review learners must: • review the planning and delivery of the sports coaching session • identify the strengths of the coaching session • identify areas for improvement • identify if the aims and objectives of the coaching session were completed • provide an analysis of the effects of the coaching on the performance of participants • use feedback from participants, observers, peers, assessors. The review could include the identification of improvements or future themes. For example, how would future coaching sessions be progressed, for example if a free throw was covered in this session, the next session may focus on free throw under pressure and would be part of a wider coaching plan.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • feedback • professional discussions.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123)

Unit summary	In this unit learners will describe different land-based outdoor and adventurous activities. Learners will describe and demonstrate the skills and techniques required for land-based outdoor and adventurous activities. Learners will review their own performance and then develop a personal development plan (PDP) based on this review.
Total Qualification Time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand a range of land-based outdoor and adventurous activities.

The learner must:

- describe a range of land-based outdoor and adventurous activities
- explain who the providers of land-based outdoor and adventurous activities are and their aims
- describe prospective target groups and marketing methods of the providers.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.
Delivery and assessment:
Learners could produce a leaflet, brochure or web page which must describe a range of different land-based outdoor and adventurous activities. Examples could include: • mountain walking • orienteering • rock climbing • caving and mine exploration • skiing • snowboarding.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners must describe the following for each activity: • a range of providers that support the delivery of the chosen activities, for example public, private and voluntary sectors • potential target groups and participants • possible locations for the chosen activities, for example natural, man-made, fixed and competition courses • aims of the activities, for example recreation, skills, team or personal development. **Note**: Different formats might include web-based article, printed material magazines, journals, web articles, YouTube clips, organisation handbooks. Examples of specialist sources could include the monthly magazine 'Climber'.
Types of evidence:
Evidence must include: • leaflet, brochure or web page. Evidence could include: • report • assignment • presentation • professional discussions.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 2

The learner will:

Undertake risk assessments in land-based outdoor and adventurous activities.

The learner must:

- undertake a risk assessment for a land-based outdoor activity
- undertake a risk assessment for a land-based adventurous activity.

Grading descriptors:
Pass: Completes a risk assessment following an accepted brief, recognising some of the risk factors.
Merit: Completes a risk assessment mostly accurately following an accepted brief.
Distinction: Completes a risk assessment, accurately and meets all of the requirements following an accepted brief.
Delivery and assessment:
Learners must undertake one risk assessment for a land-based outdoor activity, for example, walking or orienteering and one risk assessment for a land-based adventurous activity, for example, rock climbing or mountain biking. The risk assessments must include: • details of possible risk factors such as natural (rocks and temperature); human; equipment • who might be affected • the potential severity of an accident if it occurred • a risk rating • risk controls for each of the highlighted risks • contingencies to help reduce the risk factors. **Note**: An accepted brief is a nationally recognised risk assessment format. Learners could use a risk assessment form provided by the tutor or one from the health and safety executive.
Types of evidence:
Evidence must include: • risk assessment forms. Evidence could include: • case studies • examples • web pages • professional discussions.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 3

The learner will:

Participate in land-based outdoor and adventurous activities.

The learner must:

- demonstrate skills and techniques in one land-based outdoor activity
- demonstrate skills and techniques in one adventurous activity.

Grading descriptors:
Pass: Consistently and effectively selects and uses appropriate technical skills.
Merit: No merit available.
Distinction: No distinction available.
Delivery and assessment:
Learners must demonstrate skills in one land-based outdoor and one land-based adventurous activity. When participating, learners must display the following: • personal technical abilities within individual activities, for example, efficient movement, grades of climbs completed • personal level of proficiency shown within each activity • technical skills particular to activity, for example, placing protection, appropriate use of rope and knots, belaying, use of compass for direction finding • personal fitness, for example, strength, stamina, flexibility • generic skills and knowledge necessary to undertake land-based activities, for example, weather forecasting, navigation, communication, conservation of energy, calculating distance, planning emergency procedures. Learners must be observed demonstrating their skills and techniques whilst completing their activities. Assessors could record this on an observation checklist and support it with video or photographic evidence of the activities and/or records of professional discussions with learners.
Types of evidence:
Evidence must include: • learner observation • observation checklist. Evidence could include: • audio-visual • professional discussions.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 4

The learner will:

Review own skills development in land-based outdoor and adventurous activities.

The learner must:

- review own performance in the demonstration of skills and techniques.

Grading descriptors:
Pass: Draws up a personal development plan (PDP) to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up a PDP to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive plan, which clearly links to experience of performance in both activities.
Delivery and assessment:
Learners must review their own performance within the activities undertaken in learning outcome (LO) 3. Learners could use a number of sources to inform their review, these could include: • activity log • diary • feedback from peers and tutor. The learner must review their own performance. The review should include: • strengths • technical skills displayed, for example, map reading, climbing, strength or stamina • generic skills, for example, decision making, communication, leadership or teamwork • areas for improvement. The learner must then produce a PDP based on the identified strengths and areas for improvement. The plan should include: • how the learner will develop within the activities, for example, training courses, qualifications, governing body requirements • specific, measurable, achievable, relevant, and time-bound (SMART) targets • potential barriers, for example costs, access to equipment/facilities, location etcetra.

Unit 16 Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • PDP • review of performance. Evidence could include: • personal diary • logbook • tutor / peer observation • professional discussions.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124)

Unit summary	In this unit learners will describe different water-based outdoor and adventurous activities. Learners will describe and demonstrate the skills and techniques required for water-based outdoor and adventurous activities. Learners will review their own performance and then develop a personal development plan (PDP) based on this review.
Total Qualification Time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different water-based outdoor and adventurous activities.

The learner must:

- describe a range of water-based outdoor and adventurous activities
- explain who the providers are and their aims
- describe prospective target groups.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.
Delivery and assessment:
Learners could produce a leaflet, brochure or web page which must describe a range of different water-based outdoor and adventurous activities. Examples could include: • canoeing • kayaking • wind-surfing • dinghy-sailing • surfing • gorge walking.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners must describe for each activity: • different providers that could support the delivery of these activities, for example, public, private and voluntary sectors • potential target groups and participants • possible locations for these activities, for example, natural, man-made, fixed courses and competition courses • aims of the activities for example recreation, skills development, team development and personal development. **Note**: Examples of different formats could include web-based article, printed material magazines, journals, web articles, YouTube clips, organisation handbooks.
Types of evidence:
Evidence must include: • leaflet, brochure or web page. Evidence could include: • assignment • presentation • professional discussions.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 2

The learner will:

Undertake risk assessments in water-based outdoor and adventurous activities.

The learner must:

- undertake a risk assessment for a water-based outdoor activity
- undertake a risk assessment for a water-based adventurous activity.

Grading descriptors:
Pass: Completes a series of complex tasks following an accepted brief, recognising some of the risk factors.
Merit: Complete a series of complex tasks mostly accurately following an accepted brief.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements following an accepted brief.
Delivery and assessment:
Learners must undertake risk assessments for one water-based outdoor activity, for example, sailing or paddle boarding and one water-based adventurous activity, for example, white water rafting or canyoning. The risk assessments must include: • details of possible risk factors such as: natural (rocks, water, and temperature), human, equipment • who might be affected • the potential severity of an accident if it occurred • a risk rating • risk controls for each of the highlighted risks • contingencies to help reduce the risk factors. **Note**: An accepted brief is a nationally recognised risk assessment format. Learners could use a risk assessment form provided by the tutor or one from the health and safety executive.
Types of evidence:
Evidence must include: • risk assessments. Evidence could include: • report • web pages • case studies • professional discussions.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 3

The learner will:

Participate in water-based outdoor and adventurous activities.

The learner must:

- demonstrate skills and techniques in one water-based outdoor activity
- demonstrate skills and techniques in one adventurous activity.

Grading descriptors:
Pass: Consistently and effectively selects and uses appropriate technical skills.
Merit: No merit available.
Distinction: No distinction available.
Delivery and assessment:
Learners must demonstrate skills in one water-based outdoor activity and one water-based adventurous activity. When participating, learners must display the following: • personal technical abilities within individual activities, for example, efficient movement, paddling standards, level of sailing proficiency • personal level of proficiency shown within each activity • technical skills particular to an activity, for example, strokes mastered, ability to tread water, use of measures suitable for judging own ability • personal fitness, for example, strength, stamina, flexibility • generic skills and knowledge that are necessary to undertake water-based activities, for example, weather forecasting, navigation, communication, conservation of energy, calculating distance, planning emergency procedures. Learners must be observed demonstrating their skills and techniques whilst completing their activities. Assessors could record this on an observation checklist and support it with video or photographic evidence of the activities and/or records of professional discussions with learners.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • learner observation • witness observation • observation checklist. Evidence could include: • audio-visual • professional discussions.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 4

The learner will:

Review own skills development in water-based outdoor and adventurous activities.

The learner must:

- review own performance in the demonstration of skills and techniques
- evaluate strengths and areas for improvement.

Grading descriptors:
Pass: Draws up a personal development plan (PDP) to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up a PDP to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive plan, which clearly links to experience of performance in both activities.
Delivery and assessment:
Learners must review their own performance within the activities undertaken in learning outcome (LO) 3. Learners could use a number of sources to inform their review, which could include activity log, diary, feedback from peers and tutor. The learner must review their own performance. The review should include: • strengths • technical skills displayed, for example, map reading, climbing, strength or stamina • generic skills, for example, decision making, communication, leadership or teamwork • areas for improvement. The learner must then produce a PDP based on the identified strengths and areas for improvement. The plan should include: • how the learner will develop within the activities, for example, training courses, qualifications, governing body requirements • specific, measurable, achievable, relevant, and time-bound (SMART) targets • potential barriers, for example, costs, access to equipment/facilities, location etcetera.

Unit 17 Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • PDP • review of performance. Evidence could include: • personal diary • logbook • tutor/peer observation • professional discussions.

Unit 18 Outdoor and adventurous expeditions (M/508/4125)

Unit summary	In this unit learners will describe different types of expedition. They will plan and undertake different types of expeditions. Learners will then carry out a review of the expeditions and produce a personal development plan (PDP) based on the review.
Total Qualification Time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand types of expedition.

The learner must:

- describe a range of expeditions.

Grading descriptors:
Pass: Uses information from a specialist source to describe different types of expedition and communicate it in own words.
Merit: Uses information found in different formats to describe different types of expedition from specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources to describe different types of expedition, and accurately communicates it in own words.
Delivery and assessment:
Learners will describe different types of outdoor and adventurous expeditions. Examples could include: • individuals, for example, Ellen MacArthur • groups and teams, for example, Shackleton 'Walking with the Wounded' • corporate, for example, commercial Himalayan mountaineering expeditions • students, for example, gap years • educational, for example, Duke of Edinburgh, school, college • military, for example, uniformed service sponsored mountaineering expeditions • local club events.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners will describe the key factors relating to the expedition, such as: • duration - one-day, multi-day, extended duration • the form the expedition takes - mountaineering, trekking, canoeing/kayaking, sailing, caving, pony trekking, multi-activity, cycling • the area of the expedition - local, regional, national, international • the aims of the expedition - military, conquest, science, exploration, personal development, team building, competition, informative, entertainment, educational, possible commercial objectives • funding - grants, sponsorship, increased leisure pound • planning • opportunity - gap years, increased leisure time, equality, better technical skills, the 'shrinking world', social changes. **Note**: Examples of a specialist source could include the British Mountaineering Council. Examples of different formats could include journals such as The Outdoor Journal and textbooks, along with other sources such as video clips, TV documentaries or YouTube.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • assignment • case studies • web pages • professional discussions.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 2

The learner will:

Plan a one-day and a multi-day expedition.

The learner must:

- produce a plan for a one-day expedition
- produce a plan for a multi-day expedition.

Grading descriptors:
Pass: Possible solutions to complex technical problems are identified.
Merit: Effective solutions to complex technical problems are identified.
Distinction: Effective solutions to complex technical problems are identified and their implementation planned.
Delivery and assessment:
Learners will plan a one-day and a multi-day expedition. Learners must consider the following within the plan: • appropriate choice of activity • appropriate choice of location • aims and objectives • permissions - from organisation, line manager, governing body, local authority, parents, participants, landowners, appropriate administrative bodies • logistics - group size, staff/group ratios, transport to and from expedition area, self-sufficient use of transport, transport support during expedition, accommodation groups, equipment • food • equipment - choice of tent (base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment), personal equipment (rucksack, sleeping bag, sleeping mat, base layers, warmth layers, waterproof protection, footwear), group equipment (stoves, ropes) • finance - budgeting, income and expenditure, identifying major cost areas (food, transport, fuel, camping fees), audit systems (maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies) • health and safety - medical forms, notification forms, contact details, route plan, chain of command, expected return time and date, insurance, risk assessment, first aid, weather. **Note**: Example of technical problems could be transport breaking down, incorrect footwear.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • expeditions plans. Evidence could include: • report • presentation • professional discussions.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 3

The learner will:

Undertake a one-day and a multi-day expedition.

The learner must:

- undertake a one-day and a multi-day expedition
- demonstrate appropriate skills and techniques.

Grading descriptors:
Pass: Completes a series of complex tasks with adherence to the agreed plan.
Merit: Completes a series of complex tasks, mostly accurately as per the agreed plan.
Distinction: Completes a series of complex tasks accurately and meets all the requirements of the agreed plan**.**
Delivery and assessment:
Learners will undertake two expeditions that use a variety of locations, durations and modes of transport and make a record of their individual participation in both expeditions. Learners need to demonstrate appropriate skills and techniques such as: • navigation skills - orientation of map, direction finding, interpretation, grid references, scale and distance, handrail features, use of key, compass skills • camp craft skills- erecting tents, striking tents, selecting camp site, use of terrain for shelter, cooking, bivouac building • travelling skills - pace and rhythm, energy conservation, control skills, traversing difficult ground, avoidance of hazards, water conditions • weather-related skills - weather forecasts, predicting conditions, assessing conditions • advanced skills - navigation using interpretive features, aiming off using compass bearings, identification of position by methods of relocation, navigation in poor visibility/darkness, navigation with speed and accuracy in all conditions, elementary interpretation of weather • navigation techniques - route cards, calculating time, calculating distance, map care and folding, counting off features • camp craft techniques - maintaining a dry tent, cooking, waste disposal, personal hygiene, packing equipment, using equipment, storing equipment • advanced techniques - pacing, calculating distance travelled through time, good route choice with alterations appropriate to conditions, walking on a bearing, camping in high wilderness terrain, camping comfortably in difficult weather.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd)
Assessment could be via an observation of learners demonstrating their skills and techniques whilst on the expeditions. This could be recorded on an observation checklist and supported with video/photographic evidence and/or records of professional discussions with learners. **Note**: Mostly accurately' refers to the plan being followed with minor omissions such as timings, tent locations. 'Accurately' refers to accurate timings, rendezvous points, allocation of water, camp craft etcetera.
Types of evidence:
Evidence must include: • record of both expeditions • observation records. Evidence could include: • logbook or diary • audio-visual • blogs • professional discussions.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 4

The learner will:

Review the planning and undertaking of a one-day and multi-day expedition.

The learner must:

- review the planning and undertaking of expeditions, identifying strengths and areas for improvement
- produce a personal development plan based on identified strengths and areas for improvement.

Grading descriptors:
Pass: Draws up a personal development plan (PDP) to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up a PDP to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive PDP ~~action plan~~ which clearly links to experience of performance in both activities.
Delivery and assessment:

Learners will review their own performance in planning and undertaking a one-day and multi-day expedition in LO3.
 	
Learners could use a number of sources to inform their review, these could include activity log, diary, feedback from peers and tutor. These must be based on both formative and summative feedback from peers and/or tutor as well as personal observations during both expeditions.
 	
Following the review, learners will produce a PDP which must include:
 	
• identified strengths and areas for improvement
• skills and techniques used
• specific, measurable, achievable, relevant, and time-bound (SMART) targets
• how learners can develop within the activities, for example:
  ○ through training
  ○ courses
  ○ qualifications
  ○ governing body requirements (for example experience, registration and good practice)
• potential barriers, for example, human, physical, and fiscal.

Unit 18 Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • PDP • record of involvement in both expeditions. Evidence could include: • logbook • diary • tutor and/or peer observation • professional discussions.

Unit 19 Understanding discipline in the uniformed services (Y/508/4071)

Unit summary	In this unit learners will explain the need for discipline and describe what is meant by obedience and conformity. They will understand the nature of authority and the different types of authority needed as the situation demands. They will develop and demonstrate their own self-discipline skills over the course of the qualification.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand discipline in the uniformed services.

The learner must:

- understand the need for discipline in the uniformed services
- outline the rules and regulations for discipline in the uniformed services
- explain conformity and obedience.

Grading descriptors:
Pass: Describes issues of current practice regarding discipline.
Merit: Describes issues of current practice regarding discipline, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding discipline, correctly applying specialist language in context.
Delivery and assessment:
Learners must provide a definition of discipline together with an explanation of why rules and regulations are necessary within uniformed services, and include the consequences of a lack of discipline and the effect on social order. Learners must also research and define conformity and obedience and provide a comparison between them. Learners should research types of rewards and punishments in the uniformed services.

Unit 19 Understanding discipline in the uniformed services (Y/508/4071) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • video recordings • photographs • web pages • professional discussions.

Unit 19 Understanding discipline in the uniformed services (Y/508/4071) (cont'd)

Learning outcome 2

The learner will:

Understand authority in the uniformed services.

The learner must:

- explain authority in the uniformed services
- describe the types of authority in the uniformed services.

Grading descriptors:
Pass: Uses information about authority in the uniformed services from a specialist source and communicates it in own words.
Merit: Uses information about authority in the uniformed services found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and assessment:
The learner must explain authority across chosen uniformed services, one military and one non-military, and the power/legislation which enforces obedience. Learners must compare and contrast both and give reasoned conclusions about the implications of non-compliance to both the individual and group. Within this, the learner will research the nature of authority including power, position, status, corruption, disobedience, moral dilemmas and responsibility for decisions taken. Learners must also research the types of authority including authoritarian, dictatorial, consultative, and participative and describe how these forms of authority are applied to the public services.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • examples • posters • audio-visual • professional discussions.

Unit 19 Understanding discipline in the uniformed services (Y/508/4071) (cont'd)

Learning outcome 3

The learner will:

Demonstrate self-discipline in the uniformed services**.**

The learner must:

- demonstrate self-discipline
- demonstrate compliance with or adherence to conformity.

Grading descriptors:
Pass: Process and outcome will show application of some specialist self-discipline skills in undertaking work-related activities.
Merit: Process and outcome will show the effective application of specialist self-discipline skills in undertaking work-related activities.
Distinction: Process and outcome will show the consistent effective application of specialist self-discipline skills in undertaking work-related activities.
Delivery and assessment:
Learners can be assessed over a period of time to demonstrate consistency and a commitment to uniformed services through involvement in a variety of activities. Learners should demonstrate the following factors involved in self-discipline: • personal grooming and presentation • punctuality • time management • reliability • attendance • attitude • composure • performance and personality. Activities could include: • drill • uniform maintenance • adhering to team code • involvement in team activities • time management • attendance.

Unit 19 Understanding discipline in the uniformed services (Y/508/4071) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
Learners should keep a reflective journal to be completed during the course, which identifies how they have demonstrated self-discipline.
Types of evidence:
Evidence must include: • journal • witness testimony • observation report • photographs. Evidence could include: • peer report • poster • professional discussions.

Unit 20 UK legal systems and uniformed services (D/508/4072)

Unit summary	In this unit learners will examine UK civil and criminal law and identify the structure and roles within the UK courts system. They will explore different categories of criminal offence and carry out in-depth research into criminal cases in order to understand the processes involved in dealing with them through the legal system. They will also understand how legal systems impact on military and non-military uniformed services.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is grade

Learning outcome 1

The learner will:

Understand aspects of civil and criminal law.

The learner must:

- describe the differences between UK civil and criminal law
- identify the structures of the UK legal systems in civil and criminal matters
- explain the roles of personnel within the UK courts systems.

Grading descriptors:
Pass: Describes issues of current practice in civil and criminal law.
Merit: Describes issues of current practice in civil and criminal law, using appropriate specialist language in context.
Distinction: Describes issues of current practice in civil and criminal law, correctly applying specialist language in context.
Delivery and assessment:
The learner must describe the differences that exist between UK civil and criminal law, together with a comparison of the structure of the UK legal systems (choose one of the following: England, Scotland, Wales or Northern Ireland) for both civil and criminal matters. The learner must include areas such as: • levels of proof (balance of probabilities, beyond all reasonable doubt) • corroboration of evidence (Scotland) • court systems, for example, Sheriff Court, Crown Court, Civil Court, High Court • penalties or sentences.

Unit 20 UK legal systems and uniformed services (D/508/4072) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
The learner must compare the hierarchy and function of courts within the chosen UK legal system, to include the following: • criminal courts Supreme Court, Court of Appeal, youth court, Crown Court, Magistrates' Court • civil courts, for example, county court, family court, High Court, tribunals, small claims court • hierarchy of judges • issues or offences which can be heard at each type of court. The learner must describe the roles of key personnel within the UK courts systems, this could include: • the Judiciary • prosecutors • legal professional • lay people.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • case studies • professional discussions.

Unit 20 UK legal systems and uniformed services (D/508/4072) (cont'd)

Learning outcome 2

The learner will:

Understand how the legal systems impact on both the military and non-military uniformed services.

The learner must:

- explain the legal constraints and limitations when dealing with different situations
- explain the role of the Military Courts of the United Kingdom.

Grading descriptors:
Pass: Describes issues of current practice regarding the impact of legal systems.
Merit: Describes issues of current practice regarding the impact of legal systems, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding legal systems, correctly applying specialist language in context.
Delivery and assessment:
The learner must produce a training manual for a new recruit to their chosen uniformed service, which outlines the impact that the following legislations can have on the individual, providing examples for each. Under each heading the learner must include the legal definition of each piece of legislation that covers these areas, together with the full title (and date) of each: • General Data Protection Regulation (GDPR) • Official Secrets Act 1989 • use of reasonable force • defence of property • safeguarding (people and property). Learners must research the work of the Military Courts of the United Kingdom and explain in detail the structure of a Military Court and should make reference to: • the legislation which underpins Military Courts • who can be tried by a Military Court • what offences can be tried by a Military Court • what the structure of a Military Court is.

Unit 20 UK legal systems and uniformed services (D/508/4072) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)
Learners could make reference to: • the penalties a Military Court can impose • Military Appeal Courts • judge advocate's role • comparing a UK Military Court with a chosen UK Civil or Criminal Court.
Types of evidence:
Evidence must include: • report or presentation • training manual. Evidence could include: • brochure • leaflet • web pages • professional discussions.

Unit 20 UK legal systems and uniformed services (D/508/4072) (cont'd)

Learning outcome 3

The learner will:

Explore the procedures of a criminal case.

The learner must:

- demonstrate the processes involved in dealing with criminal cases.

Grading descriptors:
Pass: Makes reference to research (from learning outcomes (LO) 1 and 2).
Merit: Demonstrates an understanding/use of research (from ~~learning outcomes~~ LO1 and 2).
Distinction: Demonstrates a consistent and detailed understanding/use of research (from LO1 and 2).
Delivery and assessment:
The learner must research two recent criminal cases, both of which have known outcomes. The learner must produce a case study making comparison between both cases and observations regarding the conduct of the investigation and subsequent trial, making reference to learning made in LO1 and 2. Learners must work in small groups to plan and conduct a mock trial based on one of the case studies. The plan should identify appropriate personnel to carry out the trial, observing the procedures adopted by the court. The audience could comprise peers, tutors, and visitors from within the legal system who should provide a peer review, witness testimony or observation report. A learning log or a video recording should be kept to identify and show the learner's contribution to the exercise as an individual and a team member. Following the mock trial each learner must carry out an individual review of the trial processes and whether procedures were followed.

Unit 20 UK legal systems and uniformed services (D/508/4072) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • case study • learning log • review. Evidence could include: • photographs • audio-visual • peer feedback • tutor observation • witness testimony • professional discussions.

Unit 21 Crime scene investigation (H/508/4073)

Unit summary	In this unit learners will research the principles of crime scene management and carry out an investigation of a crime scene, securing evidence and producing a crime scene report. They will analyse the outcomes of the data gathered and consider possible scenarios in order to reach a conclusion.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of crime scene investigation.

The learner must:

- describe the basic principles of crime scene management.

Grading descriptors:
Pass: Describes issues of current practice within crime scene investigation.
Merit: Describes issues of current practice, within crime scene investigation using appropriate specialist language in context.
Distinction: Describes issues of current practice, within crime scene investigation correctly applying specialist language in context.
Delivery and assessment:
The learner must research the basic principles of crime scene investigation and produce a report or presentation, describing their findings. Learners should consider: • exchange principles (every contact leaves a trace) • associative evidence (linking people to place of crime) • control samples (known substances) • physical evidence - hair, blood, fingerprints, fluids etcetera • non-physical evidence - photographs, swabs etcetera • why and when is a crime scene investigated - violent crime, burglary etcetera • recording and preservation of evidence. Learners must provide appropriate examples to support their understanding of the various principles and include an explanation of Locard's exchange principle.

Unit 21 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners could describe the qualifications required at all levels of crime scene management and forensic science.
Types of evidence:
Evidence must include: • report or presentation • examples to support findings. Evidence could include: • photographs • professional discussions.

Unit 21 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 2

The learner will:

Undertake an investigation of a crime scene.

The learner must:

- demonstrate the use of basic crime scene investigation principles
- prepare evidence
- produce a crime scene report.

Grading descriptors:
Pass: Completes an investigation of a crime scene following a crime scene scenario.
Merit: Completes an investigation of a crime scene report mostly accurately following a crime scene scenario.
Distinction: Completes an investigation of crime scene accurately and meets all of the requirements for a crime scene scenario.
Delivery and assessment:
This LO will require the provision of a simulated crime scene scenario in order for the learners to demonstrate the use of basic crime scene principles, as identified in LO1. Learners must complete a crime scene report of their investigation, listing the tasks and the evidence that was secured. They must describe how they secured and collected the evidence and how they examined the scene.
Types of evidence:
Evidence must include: • crime scene report • record of completed tasks • record of samples gathered and types (control samples/physical evidence) • copy of exhibits register • observation or witness testimony. Evidence could include: • audio-visual presentation • photographs • professional discussions.

Unit 21 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 3

The learner will:

Analyse the data following a crime scene investigation.

The learner must:

- analyse outcomes of the data gathered
- consider possible scenarios from the data gathered.

Grading descriptors:
Pass: Makes reasoned conclusions about the scenario based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the scenario based on the information.
Distinction: Makes well-reasoned and balanced conclusions, about the scenario which inform future developments.
Delivery and assessment:
The learners must participate in a facilitated group discussion with a view to drawing together all of the data gathered during LO2. Following the group discussion the learner should examine: • list of facts • items for consideration • potential evidence • the data gathered from the group accepting or eliminating items of data • the reasons behind the decision to accept or eliminate items of data. The learner should provide a written report or presentation outlining the findings and provide theories for how the crime took place and possible motives. Assessors, please note there is no right or wrong answer to this exercise; however, the learners should put forward recommended scenarios based upon their analysis of the information to hand, offering evidence to support their conclusions.
Types of evidence:
Evidence must include: • list of evidence/facts/considerations • report or presentation • observation record. Evidence could include: • peer reports • audio-visual evidence • professional discussions.

Unit 22 ICT in the uniformed services (M/508/4075)

Unit summary	In this unit learners will understand **ICT systems** and procedures used by the uniformed services and will describe the benefits of **ICT** usage, together with the legal and security factors that impact on **ICT**. They will understand online safety and security, taking into consideration hacking, viruses and cyber security. Learners will review their online presence and consider the impact it creates and understand the impact of identity theft.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand ICT systems and procedures used by the uniformed services.

The learner must:

- identify the different types of systems used by uniformed services
- outline the legal and security requirements of using ICT systems in the uniformed services
- describe the benefits of ICT for use within the uniformed services.

Grading descriptors:
Pass: Describes issues of current practice in ICT systems and procedures used by the uniformed services.
Merit: Describes issues of current practice in ICT systems and procedures used by the uniformed services, using appropriate specialist language in context.
Distinction: Describes issues of current practice in ICT systems and procedures used by the uniformed services, correctly applying specialist language in context.

Unit 22 ICT in the uniformed services (M/508/4075) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner will carry out research into the different ICT systems and procedures used by both UK military and non-military uniformed services. The learner will research the legal and security requirements (legislation) regarding use and or inappropriate use of these ICT systems by uniformed service personnel and the penalties which could be imposed for inappropriate usage. Recent or historic examples should be provided. Legislation could include: • Human Rights Act 1998 • Privacy and General Data Protection Regulation (GDPR) (2018) • Communications Act 2003 • Malicious Communications Act 1988 • Online Safety Act 2023. A description of the benefits of using ICT for the uniformed services should be provided.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • leaflet or guide • web pages • professional discussions.

Unit 22 ICT in the uniformed services (M/508/4075) (cont'd)

Learning outcome 2

The learner will:

Understand online safety and security in the uniformed services.

The learner must:

- understand online safety and security
- identify examples of when online safety and security has been relevant.

Grading descriptors:
Pass: Describes issues of current practice in online safety and security.
Merit: Describes issues of current practice in online safety and security using appropriate specialist language in context.
Distinction: Describes issues of current practice in online safety and security correctly applying specialist language in context.
Delivery and assessment:
The learner must research current practices across the internet and social media sites to establish real or implied security threats to both military and non-military uniformed services and give examples. Learners may consider cases of: • illegal hacking • legal hacking • use of viruses, such as Trojan Horse etcetera. The learner will research the benefits and opportunities that the internet and social media offer both the military and non-military uniformed services. Learners may consider: • how social media can assist the uniformed services • how social media can impede the uniformed services • how social media can affect civil/human rights. Learners must describe their findings in detail and give examples of how current practices are assisting or threatening the online capabilities of the uniformed services, with reference to cyber security.

Unit 22 ICT in the uniformed services (M/508/4075) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • web pages • blogs • posters • professional discussions.

Unit 22 ICT in the uniformed services (M/508/4075) (cont'd)

Learning outcome 3

The learner will:

Review their online security.

The learner must:

- review their online security
- review the information that appears on their online profile
- consider potential impact of their online profile.

Grading descriptors:
Pass: Makes reasoned conclusions about their online profile based on appropriate information.
Merit: Makes reasoned and balanced conclusions about their online profile based on the information.
Distinction: Makes well-reasoned and balanced conclusions about their online profile which inform future developments.
Delivery and assessment:
The learner will carry out a review of their own personal online security, examining in detail: • their personal profiles • the potential impact that online details can cause in the wrong hands • steps required to protect their personal data. Learners could consider: • Facebook • X (formerly known as Twitter) • Instagram • Snapchat • dating sites • TikTok. Learners should also provide examples of individuals who have suffered from identity theft or inappropriate use of social network sites. Learners should provide details of organisations that can assist those who have suffered in this way.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • blogs • web pages • professional discussions.

Unit 23 Volunteering in the uniformed services (T/508/4076)

Unit summary	In this unit learners will understand why volunteering is important in the uniformed services and examine different types of opportunities, together with the skills and qualities needed to volunteer. They will participate in a volunteering opportunity and review and evaluate their experience.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand why volunteering is important in the uniformed services.

The learner must:

- understand types of volunteering opportunities
- describe different roles within volunteering opportunities
- describe the benefits of volunteers
- identify skills and qualities needed to be a volunteer
- identify legislation affecting volunteers.

Grading descriptors:
Pass: Supports all points about the importance of volunteering with some sophisticated examples.
Merit: Supports all points about the importance of volunteering with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about the importance of volunteering with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must research the types of volunteering opportunities available within the uniformed services. These could include: • cadets • St John's Ambulance • Red Cross • mountain rescue • RNLI • police specials • Neighbourhood Watch • charities.

Unit 23 Volunteering in the uniformed services (T/508/4076) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
They should describe the roles which volunteers undertake in these organisations and identify the benefits to both the uniformed service and to the volunteer. Learners must identify the skills and qualities needed to be an effective volunteer and carry out a self-assessment of their skills and qualities to identify areas of strength and for development. Skills might include: • communication skills (verbal, non-verbal and written) • organisational skills • specialist skills • practical skills. The rules, regulations and legislation affecting the volunteer role should be identified with an explanation of why each is important. These could include employment law, employment contracts, age limits, expenses or benefits, DBS disclosure, etcetera. Learners must also include sources of information about the availability of volunteering opportunities. Learners should identify a volunteering opportunity within a uniformed service and research the organisation and the role available. This should include: • a description of the organisation and the role of volunteers within it • work that the volunteer will be doing • time commitment needed to make an effective contribution • skills needed to do this particular role • rules and regulations that underpin the volunteering opportunity.
Types of evidence:
Evidence must include: • report or presentation • bibliography • skills assessment. Evidence could include: • web pages • screenshots • professional discussions.

Unit 23 Volunteering in the uniformed services (T/508/4076) (cont'd)

Learning outcome 2

The learner will:

Participate in a specific volunteer role within a chosen uniformed service.

The learner must:

- participate in a volunteering role.

Grading descriptors:
Pass: Completes the volunteering role following a role description.
Merit: No merit available.
Distinction: No distinction available.
Delivery and assessment:
The learner must produce a diary, journal or reflective diary to describe their experiences in participating in a volunteering role. The learner will obtain a witness statement or observation report where appropriate from the tutor, assessor or individuals within the workplace. Learners may also obtain a reference from their volunteering role if applicable. This learning outcome (LO) does not have merit or distinction as the volunteer experience is subject to external influences.
Types of evidence:
Evidence must include: • diary • journal • reflective diary • tutor/peer feedback. Evidence could include: • audio-visual • professional discussions.

Unit 23 Volunteering in the uniformed services (T/508/4076) (cont'd)

Learning outcome 3

The learner will:

Review the experience of the volunteering opportunity.

The learner must:

- review and evaluate the volunteering opportunity.

Grading descriptors:
Pass: Makes reasoned conclusions about the experience of the volunteering opportunity based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the experience of the volunteering opportunity based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the experience of the volunteering opportunity which inform future developments.
Delivery and assessment:
Learners must produce an evaluation of their experience within a volunteering opportunity. This should include a reflection of their input and effectiveness in the role, together with feedback from others, where available. They should draw conclusions about the benefits or otherwise that the experience provided.
Types of evidence:
Evidence must include: • evaluation • reflective journal, diary, log. Evidence could include: • tutor/peer feedback • witness testimony • reference • professional discussions.

Unit 24 Human resources in the uniformed services (A/508/4077)

Unit summary	Learners will understand the factors involved in human resource planning in the uniformed services and will explain the role and scope of the human resources function, including benefits packages and disciplinary procedures. They will explore employment legislation and different types of employment contracts, together with the rights and responsibilities of employees and employers. They will explain how employee performance is measured and managed within a uniformed service organisation.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand factors involved in human resource planning in the uniformed services.

The learner must:

- describe the internal and external factors to be considered when planning the human resource requirements of uniformed services.

Grading descriptors:
Pass: Makes reasoned conclusions about human resource planning based on appropriate information.
Merit: Makes reasoned and balanced conclusions about human resource planning based on the information gathered.
Distinction: Makes well-reasoned and balanced conclusions about human resource planning which inform future developments.

Unit 24 Human resources in the uniformed services (A/508/4077) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must explain the role and scope of the human resources function within organisations. Learners must research and describe both internal and external factors to consider when managing and planning human resources within the uniformed services. Factors to be included are: internal factors (factors that can be controlled): • organisational structure • optimal staffing needs • job descriptions • internal training • work schedules • work environment. external factors: (factors that cannot be controlled): • organisational change • internal and external politics • changes to funding • new technology • environment. Learners should also explain other functions for which human resources are responsible, for example, rewards and benefits and disciplinary procedures. A description of motivational theories (such as Maslow, Taylor, McClelland, etcetera) should be provided together with an explanation of benefits such as: • performance-related pay • pension schemes • bonuses • support with school fees • flexible working • career breaks. The information could be provided in the form of a report or presentation, or explanatory leaflet.
Types of evidence:
Evidence must include: • report, presentation or leaflet. Evidence could include: • video recording • poster • case studies • professional discussions.

Unit 24 Human resources in the uniformed services (A/508/4077) (cont'd)

Learning outcome 2

The learner will:

Understand employment in the uniformed services.

The learner must:

- explain the employment legislation that impacts on different types of contracts
- outline different types of employment contract
- understand dismissal procedures that an organisation should follow
- understand the rights and responsibilities of employees and employers.

Grading descriptors:
Pass: Uses information about employment in the uniformed services from a specialist source and communicates it in own words.
Merit: Uses information about employment in the uniformed services, found in different formats from at least two specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information about employment in the uniformed services, appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and assessment:
The learner will research employment legislation as well as the types of employment contracts within both one military and one non-military uniformed service. In addition learners will research the dismissal procedures and redundancy applicable to each of the services chosen. Learners will provide a report or presentation detailing appropriate legislation as applies to the uniformed services chosen. Learners may consider researching the following types of contract: • permanent • temporary • part time • fixed term • flexible working (zero hours contracts).

Unit 24 Human resources in the uniformed services (A/508/4077) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):
Learners must include research into employee rights and employee obligations with regards to the key elements of: • statutory employment rights, such as: - written statement of terms and conditions - itemised pay slip - working hours - holiday pay - hourly rates of pay. • contractual employee rights, such as - variations to terms of employment - working hours - rates of pay. The learner should also research employer responsibilities and the rights of employers. Learners should provide a report or presentation clearly describing current practice within their uniformed service of choice in terms of employee rights, types of contracts of employment, dismissal/redundancy procedures and the rights that their employer has in terms of their contracted work.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • poster • web pages • professional discussions.

Unit 24 Human resources in the uniformed services (A/508/4077) (cont'd)

Learning outcome 3

The learner will:

Understand the importance of employee performance in the uniformed services.

The learner must:

- explain how employee performance is measured and managed within a uniformed service.

Grading descriptors:
Pass: Describes issues of current practice in employee performance in the uniformed services.
Merit: Describes issues of current practice in employee performance in the uniformed services using appropriate specialist language in context.
Distinction: Describes issues of current practice in employee performance in the uniformed services, correctly applying specialist language in context.
Delivery and assessment:
The learner should research the performance management processes and systems within a chosen uniformed service and describe how the performance of the individual is measured against: • performance indicators • performance against job description • organisational targets and goals • SMART targets set within a Personal Development Plan (PDP). The learner should also describe how performance is managed in terms of: • promotion • motivation • probation • appraisals • occupational health • workloads • competence development • training. The benefits of performance management systems should be explained together with the consequences of not managing performance. The learners should include a case study of how the chosen uniformed service would manage an employee who is not achieving performance management targets.

Unit 24 Human resources in the uniformed services (A/508/4077) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • report or presentation • case study. Evidence could include: • research file • web pages • professional discussions.

Unit 25 Security procedures in the uniformed services (F/508/4078)

Unit summary	In this unit learners will identify the main threats to the security of people, property and premises, and describe the consequences of failure in security provision. They will describe the roles and responsibilities of security personnel and identify a range of security measures. They will prepare for and carry out a systematic security search and review both the plan and their performance.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand why uniformed services maintain security.

The learner must:

- identify the main threats to the security of people, property and premises
- describe the consequences of failure in security
- outline the roles and responsibilities of security workers
- identify legal and ethical responsibilities of security workers
- identify legal and ethical constraints affecting the searching of people and property.

Grading descriptors:
Pass: Describes issues of current practice in security procedures.
Merit: Describes issues of current practice in security procedures, using appropriate specialist language in context.
Distinction: Describes issues of current practice, in security procedures, correctly applying specialist language in context.

Unit 25 Security procedures in the uniformed services (F/508/4078) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must describe the main roles and responsibilities of security personnel within the uniformed services and identify the key security measures that can be implemented. An outline of legislation or other constraints affecting the searching of people or property should be included. Main roles could include: • Coastguard Agency • military • police. Security measures could include: • lighting • doors • alarms • window locks • patrolling • ID systems • control of entry and exit routes • CCTV. The learner must identify the security threats and risks to people from criminals, terrorists, etcetera and from crimes against property and premises such as burglary, theft, arson and damage, etcetera. The learner must then identify the consequences of a failure in security including loss of life, injury to people, damage to property, loss of facilities and amenities, loss of income, etcetera. Learners must explain the security measures provided for a specific building or event.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • case study • professional discussions.

Unit 25 Security procedures in the uniformed services (F/508/4078) (cont'd)

Learning outcome 2

The learner will:

Prepare and demonstrate systematic security search.

The learner must:

- prepare a plan for systematic security searches
- demonstrate systematic security searches.

Grading descriptors:
Pass: Completes a systematic security search following a work-related brief.
Merit: Completes a systematic security search mostly accurately following a work-related brief.
Distinction: Completes a systematic security search accurately and meets all of the requirements of a work-related brief.
Delivery and assessment:
The learner must plan and carry out a systematic security search based upon a realistic work-related brief, in a safe and legal manner. The plan should include: • reason for search • a description of the search environment • search procedures to be used • resources needed (human or physical) • scope of the search • constraints (either legal or ethical) • health and safety considerations including personal protective equipment (PPE). The learner must conduct a systematic security search based on the plan. Witness testimony or observation reports should be obtained.
Types of evidence:
Evidence must include: • plan • witness testimony • observation report. Evidence could include: • peer reports • video recordings • photographs • professional discussions.

Unit 25 Security procedures in the uniformed services (F/508/4078) (cont'd)

Learning outcome 3

The learner will:

Review the security plan and personal performance.

The learner must:

- review the security plan
- evaluate personal performance carrying out a security search.

Grading descriptors:
Pass: Makes reasoned conclusions about the security search based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the security search based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the security search which inform future developments.
Delivery and assessment:
The learner must review their security plan against the outcome of the security search scenario. The learner must review personal performance of the role performed during the security search scenario. Feedback from others should be used in the review, which could include tutors, peers or others.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • personal skills profile • witness testimony • peer report • web pages • professional discussions.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 3 Introductory Certificate, Certificate, Diplomas and Extended Diploma for Entry to the Uniformed Services are internally assessed and externally quality assured.

All learners taking this qualification must be assessed in either English or Welsh and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes (LOs). On completion of each unit learners must declare that the work produced is their own. The assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. Any work submitted for assessment must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that the majority of the portfolio should be completed in normal class time.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on LOs rather than specific assessment criteria. This allows for increased professional judgement on the part of the assessor in terms of the learners' overall level of performance against the LOs.

Supervision of learners

Tutors/assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors/assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material - however, model or worked answers should not be copied by the learner.

Feedback to learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and tutor feedback is an essential part of the process.

It is important that feedback should focus on helping learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

Tutors should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'You know the key features of making an evaluation. Check whether these are included in your own work'
- reference learning points, for example, 'Your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or two key areas
- always record feedback given to individual learners.

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the LO)
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

The assessment activities should be comparable (for example, between tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal Assessment Tasks: Guidance for Centres on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer (QA).

The recorded evidence should allow the learner to demonstrate the LO clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the QA will need to be able to see how each learner being assessed has contributed and met the LOs.

To help our QAs to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the QA can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the QA to hear both the learner(s) and the assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Teachers and assessor should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by assessors in the centre.

A reasonable sample of portfolios must then be checked by an internal quality assurer (IQA) to ensure consistency with national standards. Visit the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, regrade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your EQA, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an EQA?

This would occur if the EQA did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of internal quality assurers (IQAs) to ensure that assessor decisions are sampled and monitored to ensure consistency and fairness. IQAs are also responsible for supporting assessors by offering advice and guidance.

The IQA will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The IQA provides the vital link between the assessors and the external quality assurer (EQA) and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by EQAs who are appointed, trained and monitored by NCFE. EQAs are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their EQAs contact details on registration of learners with NCFE.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your EQA or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of these qualifications is graded using a structure of not yet achieved, pass, merit and distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this Qualification Specification. Grading descriptors have been written for each assessment criteria in a unit. Assessors must be confident that, as a minimum, all learning outcomes (LOs) have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5.

Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the LOs, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the Qualification Specification. For example, if a LO/assessment criteria (AC) is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade. If a LO/AC is only achievable at a merit level, then this grading criteria can be discounted when calculating the overall unit grade. If a LO/AC is only achievable at a distinction level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

UMS	Max	P	M	D	D*
Introductory Certificate	300	135	165	195	Learners need to achieve a distinction for each unit in order to achieve an overall grade of distinction*
Certificate	600	270	330	390	
Diploma (540)	900	405	495	585	
Diploma (720)	1200	540	660	780	
Extended Diploma	1800	810	990	1170	

The final grade for the qualification is based on a structure of not yet achieved, pass, merit, distinction and distinction*.

The final grade will be issued to the centre by NCFE and will be awarded not yet achieved, pass, merit, distinction or distinction*.

Whilst NCFE do not anticipate any changes to our aggregation methods or any overall grade thresholds there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore overall grade thresholds published within this Qualification Specification may be subject to change.

Section 5

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors ***(see mostly accurately)***.
Advanced ways	Solutions may be more complex or more considered. For example – I took photographs of the main evidence at the crime scene, from a number of different angles and then photographed the rest of the room and the entrance. ***(see basic ways and considered ways)***.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where they are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion ***(see reasoned conclusions)***.
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – I took a photograph of the main evidence at the crime scene. ***(see advanced ways and considered ways)***.
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements ***(see technical problems)***.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ***(see limited experimentation and simple experimentation)***.
Considered ways	Ideas or solutions show some degree of thought ***(see advanced ways and basic ways)***.
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context ***(see use)***
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the tutor/assessor.
Effective solutions	Solutions are appropriate to the vocational area. ***(see possible solutions)***.
Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology ***(see specialist terms/language and technical terms/language)***.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation ***(see technical understanding)***.
Format of source	The style of information for example, a questionnaire, a report, an observation, interview ***(see type of source)***.

Glossary of terms (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from ***(see considered experimentation and simple experimentation)***.
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome ***(see accurately and some degree of accuracy)***.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution ***(see effective solutions)***.
Range	Frequent use of most common words/techniques/materials ***(see some and wide range)***.
Reasoned conclusions	Explanations are provided as to why a conclusion was made ***(see balanced conclusions)***.
Simple experimentation	Straightforward, most obvious experimentation is carried out ***(see limited experimentation and considered experimentation)***.
Some	Occasional use of most common words/techniques/materials ***(see range and wide range)***.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors ***(see accurately and mostly accurately)***.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made ***(see straightforward examples)***.
Specialist skill	Advanced technical skills in context ***(see technical skills)***.
Specialist terms/language	Advanced technical terms in context ***(see everyday language and technical terms/language)***.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ***(see sophisticated examples)***.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etcetera. For example, catering – cake not rising; photography – image overexposed ***(see complex technical problems)***.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ***(see specialist skills)***.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Sports coaching – joint care, nutrition, conditional adaptations. Crime scene – exchange principle, associative evidence, preservation of evidence. ***(see everyday language and specialist terms/language)***.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ***(see general understanding)***.
Type of source	The place that the information comes from - for example, the internet, a museum visit, staff, visitors ***(see format of source)***.
Use	Applying general or basic skills or knowledge to a task ***(see correctly applies)***.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level ***(see range)***.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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