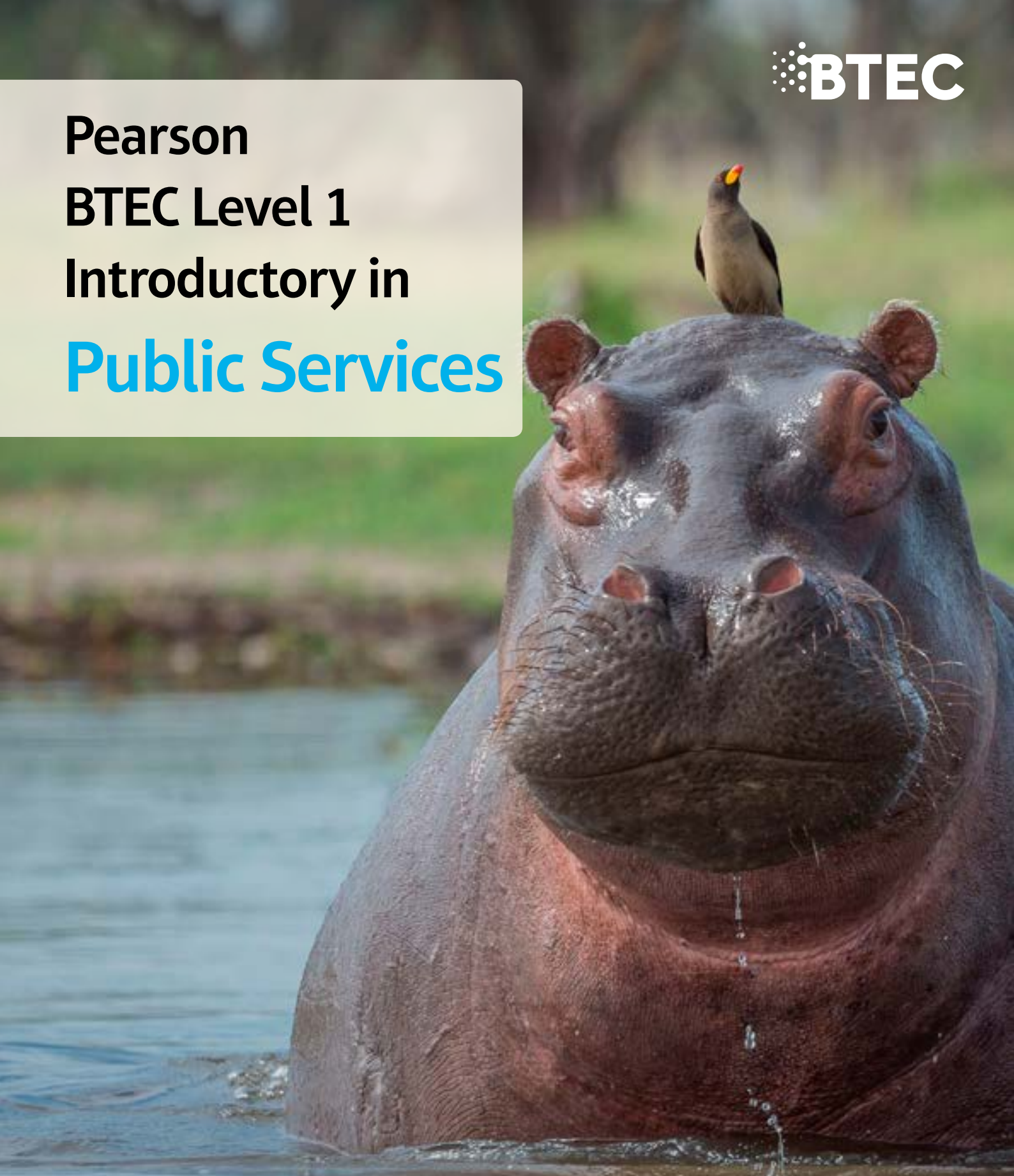


**Pearson**  
**BTEC Level 1**  
**Introductory in**  
**Public Services**



# Specification

Pearson BTEC Level 1 Introductory Certificate in Public Services  
Pearson BTEC Level 1 Introductory Diploma in Public Services



**Pearson  
BTEC Level 1  
Introductory Certificate  
in Public Services**

**Pearson  
BTEC Level 1  
Introductory Diploma in  
Public Services**

**Specification**

First teaching January 2017

Issue 1

**Edexcel, BTEC and LCCI qualifications**

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

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# Welcome

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

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.



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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Certificate or Diploma in Public Services. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for post-16 learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in both Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for 16–19 year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them, typically alongside maths and English studies.

In the public services sector the qualifications are:

Pearson BTEC Level 1 Introductory Certificate in Public Services (180 GLH)  
(Qualification Number 603/0745/6)

Pearson BTEC Level 1 Introductory Diploma in Public Services (360 GLH)  
(Qualification Number 603/0746/8).

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Certificate in Public Services</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the public services sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Public Services</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the public services sector and supporting progression to further study. It could be a substantial vocational qualification in a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Certificate in Public Services is a qualification having:

- Total Qualification Time: 200 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Public Services is a qualification having:

- Total Qualification Time: 405 hours
- Guided Learning: 360 hours.

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

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification, the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable skills coverage

The development of transferable and sector skills is the main focus.

We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route.

The transferable skills covered in the units are summarised in the grid below.

<p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<p><b>Working with others</b></p> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<p><b>Problem solving</b></p> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<p><b>Managing information</b></p> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>

**Self-management and development**

- Setting goals and planning ahead
- Being proactive and flexible
- Being resilient and able to work under pressure
- Monitoring performance and devising strategies for improvement
- Using IT for time management

## Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

# 1 Qualification objectives and purpose

## Pearson BTEC Level 1 Introductory Certificate and Diploma in Public Services

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Public Services are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks, and demonstrate a level of achievement that enables them to progress to further learning.

The Certificate offers a basic introduction to the public services sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the public services sector

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Public Services are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification in a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage the learners. For public services, the units cover topics and activities such as fitness testing, assisting members of the public, responding to an incident or taking part in adventurous activities.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in public services. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in public services could lead to Pearson BTEC Level 2 qualifications in the protective services or security sector, or to Level 2 qualifications in other sectors, such as sport.

### **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Certificate and Diploma both contain a mandatory unit, *Unit A2: Developing a Personal Progression Plan* that enables learners to consider their next steps in learning.

### **How do the Certificate and Diploma sizes differ in purpose?**

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience, the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma is designed to encourage learners to take on some individual research, enabling them to be further prepared for higher-level learning.



## 2 Structure

### Pearson BTEC Level 1 Introductory Certificate in Public Services

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Public Services			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>PS5</b>	Finding Out about Public Services	<b>40</b>	<b>Sector</b>
<b>PS6</b>	Taking Part in Fitness Testing	<b>40</b>	<b>Sector</b>
<b>PS7</b>	Carrying out Security Searches	<b>40</b>	<b>Sector</b>
<b>PS8</b>	Responding to an Incident	<b>40</b>	<b>Sector</b>
<b>PS9</b>	Planning and Navigating a Route	<b>40</b>	<b>Sector</b>
<b>PS10</b>	Assisting Members of the Public	<b>40</b>	<b>Sector</b>
<b>PS11</b>	Contributing to your Community	<b>40</b>	<b>Sector</b>
<b>PS12</b>	Taking Part in Sport and Adventurous Activities	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Diploma in Public Services

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Public Services			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>PS5</b>	Finding Out about Public Services	<b>40</b>	<b>Sector</b>
<b>PS6</b>	Taking Part in Fitness Testing	<b>40</b>	<b>Sector</b>
<b>PS7</b>	Carrying out Security Searches	<b>40</b>	<b>Sector</b>
<b>PS8</b>	Responding to an Incident	<b>40</b>	<b>Sector</b>
<b>PS9</b>	Planning and Navigating a Route	<b>40</b>	<b>Sector</b>
<b>PS10</b>	Assisting Members of the Public	<b>40</b>	<b>Sector</b>
<b>PS11</b>	Contributing to your Community	<b>40</b>	<b>Sector</b>
<b>PS12</b>	Taking Part in Sport and Adventurous Activities	<b>40</b>	<b>Sector</b>

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

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

### Internal units

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps teachers to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 9* to check which units are available in all the qualifications in the public services sector.

Unit A1:	Being Organised	15
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Unit A3:	Working with Others	31
Unit A4:	Researching a Topic	39
Unit PS5:	Finding Out About Public Services	47
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Unit PS8:	Responding to an Incident	73
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# Unit A1: Being Organised

Level: 1

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2:            Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>



## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Demonstrate the ability to work with others on a given activity	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<b>B</b> Review own and others' performance on a given activity		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club.

Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: 1

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

#### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit PS5: Finding Out About Public Services

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out and present information about public services in general and also specifically in their area.

## Unit introduction

Can you name the different public services actively providing support where you live? Every day people use public services, for example to obtain assistance in an emergency, to get crime or fire prevention advice, or to seek medical attention. There are also many other services that are provided, including education services to primary schools and inspections for health and safety and fire risk in the workplace.

In this unit, you will find out about the different public services in your area and what purpose they serve. You will investigate the common features of these public services, such as uniforms, and basic practices, such as taking part in drills. You will use your skills to select information and produce a document to show what you have found out to others.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out information about different public services
- B** Produce information about public services in your area, showing how they meet the needs of the public.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out information about different public services	<ul style="list-style-type: none"> <li>Types and purposes of public services</li> <li>Ways of working in public services</li> <li>Requirements of members of the public</li> <li>Expectations of members of the public</li> </ul>	<ul style="list-style-type: none"> <li>Notes or research log to show research carried out.</li> <li>Information presented, such as a leaflet or poster.</li> </ul>
<b>B</b> Produce information about public services in your area, showing how they meet the needs of the public		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Searching for information about public services</li> <li>Identifying information about uniformed and non-uniformed public services</li> <li>Presenting information about different national and local public services</li> </ul>	<ul style="list-style-type: none"> <li>Sources of information</li> <li>Types of secondary source</li> <li>Ensuring sources are valid</li> <li>Presentation formats</li> </ul>	<ul style="list-style-type: none"> <li>Finding out information</li> <li>Managing information</li> <li>Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate language.</li> <li>Read and utilise information contained in texts.</li> <li>Write clearly and coherently, including an appropriate level of detail.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Types and purposes of public services

Finding out skills: identifying different sources to find out about public services both nationally and locally, working out what is needed and from where, for example journals, the internet, interviewing, organising gathered information, summarising key points about the purpose of public services.

- Public services in the UK, including:
  - armed services
  - leisure services
  - law and order
  - emergency services
  - health
  - social services
  - environmental.
- Main providers of public services in the UK, including:
  - central government
  - local government
  - regional government
  - third sector, e.g. charities and voluntary organisations.
- The functions of public services, including:
  - defence
  - protection
  - justice
  - transportation
  - health and wellbeing
  - maintaining security.

#### Ways of working in public services

- Uniformed and non-uniformed.
- Public service uniforms, including:
  - basic uniforms and why they are worn, including identification of colleagues
  - specialist uniform, e.g. fire kit, public order suits, HAZCHEM suits, ceremonial dress.
- Common practices, including:
  - team activities to encourage working together
  - how drill is used to maintain discipline.

#### Requirements of members of the public

The users of public services, including:

- individual citizens, e.g. a family requiring housing
- sections of the community, e.g. older people requiring care
- whole communities, e.g. a town requiring refuse collection.

#### Expectations of members of the public

- Value for money, convenience and quality of services.
- To receive a timely response.
- That public service personnel recognise diversity while providing a service.
- Entitlement to many public services and expectation this is met, but may not be considerate of the availability of resources.

## Transferable skills

- Finding out information: from different sources related to public services, preparing questions for interview if possible, internet searches, using websites, downloadable resources, collecting leaflets and using content pages.
- Managing information: organising information in a clear, logical manner; using presentation software; selecting information, including reading skills; identifying key points, making notes, summarising.
- Communication: awareness of audience; producing information in an appropriate way; deciding on type of communication to best convey a message; presenting information that is legible, relevant and accurate.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out information about different public services</b>		
<b>A.P1</b> Search for information about different public services using given sources.	<b>A.M1</b> Search for correct information about different public services using own and given sources.	<b>A.D1</b> Search for relevant and detailed information about different public services.
<b>A.P2</b> Select and list information about different public services.	<b>A.M2</b> Select mostly relevant information about different public services.	<b>A.D2</b> Select accurate and appropriate information about different public services.
<b>Learning aim B: Produce information about public services in your area, showing how they meet the needs of the public</b>		
<b>B.P3</b> Produce information about different public services in your area.	<b>B.M3</b> Produce correct and logical information showing how the public services in your area meet some of the needs of the public.	<b>B.D3</b> Produce detailed and well-organised information, which shows how public services meet the needs of the public in your area.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- search for and select relevant and accurate information to meet all the customer needs in the scenario, using own sources and sources given by tutors. They include details of the sources used, e.g. websites, books, and details of methods used to search for information, such as internet searches. This could be written evidence, such as notes or a completed pro forma, or verbal, such as a recorded discussion with tutors
- produce a document that shows the information organised in an appropriate, clear and logical format. It will explain how at least three public services in learners' area meet the needs of the public, and show details of clear links between the chosen services and the needs they meet. Learners choose at least one uniformed and one non-uniformed public service across the three services. The document could be a brochure, poster or leaflet
- produce a document, such as a leaflet or poster, that is clear, well formatted and grammatically correct, with relevant information presented in a logical way and suited to the audience.

**For merit standard**, learners:

- search for and select relevant and accurate information to meet the main customer needs in the scenario, although some minor needs may be omitted. They will use different sources given by tutors or use own sources, naming the sources used and stating how they used them to search for the information. Evidence of searches can be recorded in writing, e.g. on a pro forma, or through a question and answer session with tutors
- produce a document that shows the information organised in a clear way. It will describe how at least three public services in learners' area meet the needs of the public, and show details of clear links between the chosen services and the needs they meet. Learners will choose at least one uniformed and one non-uniformed public service across the three services
- produce a document that is appropriate for the audience, easy to read and has correct grammar and an effective format.

**For pass standard**, learners:

- search for and select information about public services in their area from a choice of sources given by tutors. Information selected should meet at least two needs of the public. They will need to name the source, giving reasons for the choice made
- produce a simple document, which could be a word-processed list, and give information about at least three public services that could meet at least two needs of the public for a given purpose. Public services may be all uniformed, all non-uniformed or a mixture of both. The public service chosen may not be specific to learners' local area, but instead have a national role. Other needs may be omitted, or not all information presented may be relevant, or links between the services and the customer's needs may not be clear
- produce a document with relevant information, presented in a format that is easy to read and is relevant to the audience.

### Essential resources

For this unit, learners must have access to information about different public services in the local area.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutor-led discussion on what public services are, asking the question, 'What is the difference between uniformed and non-uniformed public services?' Learners brainstorm the different public services in their local area and put them into categories, either uniformed or non-uniformed.

**Suggested time:** about 2 hours.

### Activity: What are the needs of the public?

In groups, learners brainstorm the kind of public needs there are, e.g. emergency response or advice and guidance, and state whether these needs are met by uniformed or non-uniformed public services categories.

Learners use the information gathered in the previous session to identify the public services in their local area that will meet these needs and document them.

Tutor highlights that the expectations of the public include a timely response, provision of advice and quality of services.

**Suggested time:** about 6 hours.

### Activity: Visit settings

Learners visit the local town to observe the uniformed and non-uniformed public services available for specific purposes in more than one setting, e.g. fire service, police station, council offices.

On return to the centre, learners categorise types of public service and their purposes, using research to help confirm findings.

**Suggested time:** about 8 hours.

### Activity: Finding out about public services in the local area

Tutor-led discussion about different types of research skills. What do learners do when they need to find something out? In groups, learners search the internet about things they are interested in. Tutor-led discussion about how to ensure that websites are up to date and how to safeguard own internet activity.

In groups, learners research different public services using internet sites. Each group will have a particular purpose in mind. They could look at services provided by the local police as opposed to a police service in a different area, e.g. urban versus rural areas. Each group presents their findings to the other learners.

A guest speaker from a local public service talks to learners about what they offer.

**Suggested time:** about 10 hours.

### Activity: Skills for representing information

In groups, learners look at examples of how public services represent themselves, e.g. websites, advertisements and leaflets, and then feed back to the other groups. The groups vote on which method of presentation is clearest, giving their reasons why.

Learners look at different representations of information from public services, e.g. websites, brochures, posters. How clear was each example? Did it get the message across? How?

Using this information, learners work individually to produce a document representing a given public service in the form of posters, brochures.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Your college is holding a community awareness exhibition looking at different industries that exist in the local area. As part of this work, you have been asked to find out about and present information on the public services available in your area and how they meet the needs of different groups.

Your information should include sections that cover the following.

### Task A

An introduction to the display that gives general information about the many different public services that exist nationally, giving at least three examples of uniformed and three examples of non-uniformed.

### Task B

- Details on at least three different public services that are in your local area, including their functions and who the main provider of the service is.
- What uniform each service wears and why (if uniforms are worn). If no uniform is worn, why not?
- Similarities in how public services work, e.g. which common practices they have.
- Identification of some of the different members of the public that public services work with, including individual and community groups.
- The requirements and expectations of the public that public service workers have to meet.

You will need to carry out some research into the public services available in your area. This could take place either in class using, for example, information leaflets and internet searches or by visiting the local town. You will select relevant information about suitable public services and prepare a document in an appropriate format, clearly showing how the services will meet the needs of the different public service customers.

**If a retake assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity.**

As a follow-up activity, and due to the success of the awareness exhibition, the local council has requested that your group produces some specific leaflets aimed at giving information to specific members of the public. You are to produce a leaflet that gives information about the public services available to help and support a family with elderly grandparents and three children under the age of 11, who have recently moved into the area.

# Unit PS6: Taking Part in Fitness Testing

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in planning, taking part in, recording and reviewing fitness testing activities required for the public services.

## Unit introduction

Many public services have health and fitness as part of their entry requirements. Have you ever thought about how you can improve your health and fitness to meet these requirements?

In this unit, you will develop the skills that will allow you to plan, take part in and review fitness testing activities. You will look at the basic fitness tests that are required as part of the selection stages for different public services and at the levels of fitness required to undertake them. You will take part in a range of fitness tests and will measure your levels of fitness through these results. This will help you to review your performance against the requirements of the public services.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan and take part in fitness testing activities required for different public services
- B** Record and review participation in fitness testing activities required for different public services.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan and take part in fitness testing activities required for different public services	<ul style="list-style-type: none"> <li>Health and fitness requirements of different public services</li> <li>How to plan personal fitness testing activities</li> </ul>	<ul style="list-style-type: none"> <li>A plan for fitness testing activities used by the public services to address their own health and fitness requirements.</li> </ul>
<b>B</b> Record and review participation in fitness testing activities required for different public services	<ul style="list-style-type: none"> <li>Skills required to participate in fitness testing activities</li> <li>Skills required to review own performance in fitness testing activities</li> </ul>	<ul style="list-style-type: none"> <li>A record of the fitness testing results.</li> <li>A review of performance with recommendations for future development.</li> </ul>
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Planning own fitness testing activities (types of exercise/types of fitness test/types of Her Majesty's test/test protocols/health and safety)</li> <li>Taking part in physical fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>Health and fitness requirements of different public services</li> <li>Factors affecting personal health and wellbeing</li> <li>How to review performance in public service fitness testing activities</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Reviewing and improving own performance</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Identify the main points and ideas and how they are presented in a variety of texts.</li> <li>Read and understand texts in detail.</li> <li>Utilise information contained in texts.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Collect and record discrete data and organise and represent information in different ways.</li> <li>Use data to assess the likelihood of an outcome.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Health and fitness requirements of different public services

- Fitness levels expected:
  - emergency services, e.g. fire and rescue service, police, ambulance, coastguard
  - armed service types, e.g. Royal Navy, Royal Marines, Army, Royal Air Force
  - voluntary and other service types, e.g. Her Majesty's (HM) Prison Service, Mountain Rescue, Royal National Lifeboat Institution (RNLI), St John Ambulance
- Health requirements, e.g. body fat percentage, lung capacity, blood pressure, body mass index (BMI).

#### How to plan personal fitness testing activities

- Planning for fitness and health monitoring tests: planning a fitness programme used by the public services for entry purposes, e.g. Army, Royal Navy, police, fire and rescue service, with fitness programme selected, to include frequency, intensity, duration, assessing current fitness.
- Structure of a fitness activity plan, to include warm-up (dynamic stretching, pulse raiser and skill familiarisation), main part (fitness development) and cool down (stretching and recovery).
- Exercise needs to prepare for fitness tests, e.g. aerobic exercise, strength training, muscle toning, weight loss, muscle groups used, flexibility work.
- Factors that can influence personal health and fitness:
  - nutrition, e.g. food groups (carbohydrates, fats, minerals), hydration, quantity of each meal, timing of meals
  - lifestyle, e.g. exercise levels, work, peer pressure, alcohol consumption, smoking, misuse of drugs and other stimulants.
- Types of fitness test:
  - to measure components of fitness, e.g. strength, aerobic capacity, flexibility
  - armed service tests, e.g. static lift, Jerry can carry, 1.5 mile run
  - police entry tests, e.g. multi-stage fitness tests (bleep test), dynamic strength test
  - fire and rescue service tests, e.g. ladder climb, casualty evacuation, ladder lift/lower simulation, enclosed spaces, equipment assembly, equipment carry
  - HM Prison Service tests, e.g. aerobic run, grip strength, seated bench press, seated bench pull, shield hold.
- Types of health monitoring test: height, weight, body fat percentage, lung capacity, blood pressure, heart rate, body mass index (BMI).
- Recording results: accurately recording results; methods to record results, e.g. computer-based recording, paper-based recording, mobile apps.

#### Skills required to participate in fitness testing activities

- Personal skills needed to participate, e.g. motivation, endurance, determination, correct technique.

#### Skills required to review own performance in fitness testing activities

- Ability to review, e.g. self-evaluation, feedback from peers, feedback from tutor, draw conclusions from data.

### Transferable skills

- Managing information: gathering information and recording results to help in assessing own fitness and training for participation in health and fitness testing activities that meet public sector requirements.
- Reviewing and improving own performance: in personal health and fitness testing activities; measuring own performance against required standards, suggesting improvements to meet the required standards.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan and take part in fitness testing activities required for different public services</b>		
<b>A.P1</b> Produce an outline fitness plan and use appropriate physical skills when participating in a range of fitness testing activities.	<b>A.M1</b> Produce a detailed fitness plan and use effective physical skills when participating in a range of fitness testing activities.	<b>A.D1</b> Produce a detailed and accurate fitness plan and use physical skills with confidence when participating in a range of fitness testing activities.
<b>Learning aim B: Record and review participation in fitness testing activities required for different public services</b>		
<b>B.P2</b> Use appropriate skills when recording personal test results following fitness testing activities.	<b>B.M2</b> Use effective recording skills when accurately recording personal test results following fitness testing activities.	<b>B.D2</b> Use recording skills confidently when recording personal test results following fitness testing activities.
<b>B.P3</b> Use appropriate reviewing skills when identifying own fitness levels following fitness testing activities.	<b>B.M3</b> Use effective reviewing skills when accurately reviewing own performance against the fitness requirements for different public services.	<b>B.D3</b> Use reviewing skills confidently and make recommendations for improvements to own performance when reviewing against the fitness requirements for different public services.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a detailed plan that includes information on types of fitness testing activity that are clearly relevant to a specific public service and appropriate to learners, e.g. activities that will effectively measure fitness levels against public service requirements. The activities included are safe and effective, will measure what is intended, and are likely to produce significant and expected fitness outcomes. The plan provides detailed testing protocols, including equipment, test sequences and some suggested techniques
- demonstrate confident use of physical skills when participating in personal fitness activities, e.g. the use of safe, effective and correct techniques that follow the correct test protocols accurately and effectively to produce the expected results. Learners take full responsibility for own actions and may also assist others with activities
- accurately record test results in relation to their performance, using an appropriate template, correct terminology and correct units of measurement, and providing a good level of detail
- use confident reviewing skills following fitness testing activities to reflect on and explain how their own fitness levels specifically relate to health and fitness requirements for different public services. Learners make realistic recommendations for improvements to their own performance as a result of their review.

#### For merit standard, learners:

- produce a detailed fitness plan that includes realistic fitness testing activities that have some relevance to a specific public service, e.g. activities that are safe and, if followed correctly, will produce relevant and expected fitness outcomes. The plan includes details of testing protocols, equipment needed, test order and steps. Links are made between the fitness components measured by the activities and the health and fitness requirements of different public services
- demonstrate effective use of physical skills when participating in personal fitness activities, e.g. using safe and effective techniques and following protocols, but the techniques used may not be the most efficient. Learners take full responsibility for their own actions
- competently record the results of their participation, using an appropriate template, correct terminology and correct units of measurement
- use effective reviewing skills following fitness testing activities to accurately reflect on the tests they took part in, make accurate interpretations of the recorded test results and identify how their own fitness levels relate to fitness requirements for different public services.

#### For pass standard, learners:

- produce an outline fitness plan that includes appropriate activities for their own participation in fitness testing activities, e.g. activities that are safe and may link to a chosen public service. The planned activities, if followed correctly, are likely to produce appropriate health and fitness outcomes, e.g. they measure what was intended. The plan includes basic details of test protocols, including test name, equipment needed and an indication of which components of fitness are being measured
- use appropriate physical skills, e.g. safe technique and safe use of equipment, but they may not be most effectively used. Learners take an active role in activities and take some responsibility for their own actions
- appropriately record the results of their participation using an appropriate template and correct units of measurement
- use appropriate reviewing skills following fitness testing activities to reflect on the tests they took part in and to identify their own fitness levels from the recorded results. Learners make an attempt to relate their own fitness levels to health and fitness requirements for a specific public service.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors ask learners to think about their own fitness levels and to compare them against the specified requirements for different public services using the internet and other research. Tutors provide direct input relating to the health and fitness requirements of public services before facilitating/supporting learners to conduct some research into them.

Ask a guest speaker, e.g. a member of the emergency services, an armed services recruiter or a physical training instructor (PTI), to speak about the importance of health and fitness, and the types of fitness testing activity that take place for the public services. To support this, ask learners to prepare questions in advance, focusing on the requirements for different public services.

In groups, learners assess their own strengths and areas for improvement within health and fitness using the methods provided, such as the Physical Activity Readiness Questionnaire (PAR-Q), and identify the testing activities that they could take part in to improve their health and fitness.

**Suggested time:** about 3 hours.

### Activity: Types of health monitoring testing activities and recording skills

Tutors introduce learners to different types of health monitoring test, e.g. blood pressure and heart rate testing. Learners then practise using the equipment as the participant and tester. They follow the test protocols for each test and record the results as accurately as possible.

To support this, learners design templates for recording test results following a discussion on the factors that impact on the recording of test data.

As a whole group, learners discuss the importance of health monitoring and what health monitoring results tell us about ourselves.

**Suggested time:** about 8 hours.

### Activity: Types of fitness testing activity

Tutors introduce learners to the different types of fitness test used in the public services by arranging their participation in them, e.g. the multi-stage fitness test and Cooper run, aerobic run, 1.5 mile run, Jerry can carry, static lift, shield hold, seated bench pull, seated bench press, grip strength, dynamic strength test.

Learners practise using the equipment as the participant and tester. Arrange for learners to observe demonstrations on how to undertake each test and follow test protocols. Encourage learners to think about the health and safety aspects of participation.

As a whole group, learners discuss the effectiveness of the tests undertaken, identifying each public service that uses the test and why they use this, e.g. fitness levels required relate to work undertaken in the job.

**Suggested time:** about 10 hours.

### Activity: Planning fitness tests

Tutors give learners examples of planned fitness testing activities related to public service roles to support them in developing their own monitoring and testing plan for fitness.

Learners create plans for fitness testing activities for different public services. As part of the planning, learners should identify the expected results of participants taking the test. The expected results may then be mapped against the expectations of a chosen public service. Plans for fitness testing should be produced by the end of the activity.

**Suggested time:** about 8 hours.

**Activity: Reviewing own performance in health monitoring and fitness testing**

Tutors give learners examples of reviews against required standards. Learners practise reviewing their own participation and results of fitness testing activities using their recorded results. They measure their own performance against that required for their chosen public service, making recommendations of how they may improve their health and fitness in the future.

As a whole group, learners discuss the important factors that affect the review process and how to interpret test result data.

**Suggested time:** about 6 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been working with some young people at your local youth club. They have expressed their interest in joining a public service but are worried about the physical fitness and health tests that they will have to undertake as part of the application process. To help them prepare, you will need to plan and participate in fitness activities covering entry to the police, the Army and HM Prison Service. You will need to record the results of the tests and review them in order to make recommendations as to how they can improve their performance in future tests.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, a group of cadets has asked you how you prepared for the earlier fitness tests and you, therefore, now need to plan and participate in fitness activities covering entry to the fire and rescue service, the Royal Navy and the ambulance service, to show them how to prepare for them. You will need to record the results of the tests and review them in order to make recommendations as to how you can improve your performance in future tests.





# Unit PS7: Carrying out Security Searches

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their public service security skills by participating in a range of simulated searches that are used to maintain security.

## Unit introduction

Have you ever wondered about how safe you are? Why do public services and security officials carry out searches regularly? Searching is more important than ever as a way of reducing security breaches. It is really important that those working in the public services know how to carry out safe and legal searches of people and property.

In this unit, you will have the chance to develop practical skills in maintaining security. This will include carrying out simulated people and property searches in a thorough, appropriate and legal way. At the same time, you will have the chance to improve your communication and problem-solving skills.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out simulated security searches in an effective, safe and legal manner
- B** Communicate and solve problems when carrying out simulated security searches.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out simulated security searches in an effective, safe and legal manner	<ul style="list-style-type: none"> <li>Carrying out simulated security searches in an effective, safe and legal manner</li> </ul>	<ul style="list-style-type: none"> <li>Video, peer observation, witness statements for learners to show they have participated in simulated security searches of a person and a room.</li> <li>Tutors observe learners demonstrating effective teamwork and communication, with signed observation record/witness statements.</li> </ul>
<b>B</b> Communicate and solve problems when carrying out simulated security searches		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Carrying out searches on people</li> <li>Carrying out searches on rooms/premises</li> <li>Observational skills when carrying out searches</li> </ul>	<ul style="list-style-type: none"> <li>How to carry out a safe, legal and effective search</li> <li>Factors to consider when carrying out searches</li> <li>Why maintaining security is important</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Problem solving</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contribution to discussions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Carrying out simulated security searches in an effective, safe and legal manner

- Reasons why public services conduct searches, including:
  - maintaining security, e.g. to keep the public safe and/or to stop incidents happening
  - finding prohibited items, e.g. to identify weapons, drugs and/or other suspect materials
  - protecting people, their property and their premises, e.g. to keep people safe, to reduce risks of burglary or theft and/or to minimise other risks to people and property
  - reducing illegal activity, e.g. to ensure crimes are not committed.
- Search skills and procedures, including:
  - planning prior to searches, e.g. protecting against someone who may be violent, safeguarding someone with disabilities or knowing that you feel confident that you can complete the search on your own
  - using appropriate communication while searching (particularly important when searching a person)
  - ensuring searches are completed within the law, e.g. knowing what you can do legally to complete a search
  - methods of searching, e.g. following an appropriate procedure, such as JOG (jacket, outer garments) or GOWISE (grounds, object, warrant, issuer, search, entitlement)
  - what to do when/if you find something that may be key in a conviction, e.g. following correct procedure for keeping evidence secure
  - being able to react (problem solve) if the search situation changes
  - completing the appropriate paperwork associated with searching, e.g. filling in a search record form
  - being confidential at all times, e.g. not disclosing any details of who you searched
  - health and safety considerations when conducting searches, e.g. ensuring that both you and the person being searched are safe.
- Constraints and limitations of searching, including:
  - ethical concerns when searching, e.g. considering individual and community needs
  - respecting human rights, such as the right to privacy
  - respecting other concerns, e.g. race, religion, cultural needs, sex, mental and physical disabilities
  - respecting property, e.g. when completing room search.
- Communication skills when conducting searches, including:
  - speaking, e.g. appropriate language, questioning skills, pre-empting any barriers to communication
  - listening skills, e.g. asking appropriate questions, pre-empting any barriers to effective listening
  - body language, e.g. posture, appropriate eye contact, facial expressions
  - personal and interpersonal skills, e.g. tact, diplomacy, confidence.

### Transferable skills

- Communication: using correct and relevant types of communication while participating in simulated search activities, being fully engaged in the simulated searches by communicating ideas effectively with others, ensuring information communicated is accurate.
- Problem solving: planning simulated searches realistically using effective problem-solving strategies.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out simulated security searches in an effective, safe and legal manner</b>		
<b>A.P1</b> Use appropriate search skills and procedures when carrying out simulated person and room searches in a safe and legal manner.	<b>A.M1</b> Use effective search skills and procedures when carrying out simulated person and room searches in a safe and legal manner.	<b>A.D1</b> Use search skills and procedures confidently when carrying out simulated person and room searches in a safe and legal manner.
<b>Learning aim B: Communicate and solve problems when carrying out simulated security searches</b>		
<b>B.P2</b> Use appropriate problem-solving and communication skills to overcome problems when conducting simulated security searches.	<b>B.M2</b> Use effective problem-solving and communication skills to overcome problems when conducting simulated security searches.	<b>B.D2</b> Use problem-solving and communication skills confidently to overcome problems when conducting simulated security searches.

## Essential information for tutors

### Essential information for assessment decisions

Learners will be expected to participate in at least one simulated person search and one simulated room/premises search in order for them to be able to fully engage with the unit.

**For distinction standard**, learners:

- confidently use search skills by searching within the limits of the law, using approved search techniques and procedures, ensuring health and safety is considered during the search, and completing the search efficiently without hesitation or requiring any assistance. Learners effectively collaborate with others when searching a room/premises
- treat the person they are searching with respect at all times and work through any disagreements in a constructive way. This includes demonstrating a positive attitude to the person to be searched, being tactful when dealing with the individual, and considering their privacy and dignity when conducting the search
- communicate confidently with colleagues and others, including the person being searched. Learners deploy a range of communication skills and styles, e.g. listening carefully, questioning and using appropriate language that is relevant to the situation, activity and audience. Learners communicate the correct information at the correct time to encourage the successful resolution of problems and use positive body language effectively to influence team mates in a positive way
- show confident and effective problem-solving skills when considering search constraints and limitations, e.g. making decisions and offering alternative search strategies.

**For merit standard**, learners:

- effectively use search skills by searching within the limits of the law, using approved search techniques and procedures and ensuring that health and safety is considered during the search. Learners may not use the most efficient methods and may hesitate and require some assistance. Learners take responsibility for their own actions and collaborate with others
- treat the person they are searching with respect and demonstrate a positive attitude towards them, working through any disagreements in a constructive way with minimal support
- communicate appropriately with colleagues and others, including the person being searched, using different communication skills and styles, e.g. listening carefully and using appropriate verbal and open body language that is relevant to the activity and audience
- react to solve and overcome problems effectively when considering search constraints and limitations, e.g. offering alternative search strategies.

**For pass standard**, learners:

- use appropriate search skills, demonstrating some correct search techniques. The search techniques and procedures used may not be the most efficient and learners may deviate from approved procedures at times, although they do show awareness of health and safety, and legal requirements. Learners may often require assistance but take an active role in the activities in which they participate and take responsibility for their own actions, demonstrating a positive attitude to their team mates and to the activities
- communicate with colleagues and the person being searched, using some different communication skills and positive body language. Communication will generally be appropriate and relevant to the activity
- demonstrate some interpersonal skills, including diplomacy and honesty
- react to solve and overcome problems in an appropriate way when conducting simulated searches, for example offering suggestions
- demonstrate the use of some teamwork and communication skills, e.g. treating their team mates with respect and demonstrating a positive attitude.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors introduce learners to the concept of security, asking them to think about times when they have been searched, e.g. by the police, at an airport, at a concert, etc. Learners need to consider all aspects of their lives in order to identify examples of when they have been subject to searches. As a group, learners share their examples of being searched and discuss the reasons why those searches were conducted, identifying how security was maintained. Link this to the communication used during these searches and ask learners to discuss, linking to problem-solving strategies (if, during the searches, any problems arose).

Invite a guest speaker, e.g. an operational-level public service employee who could give learners an insight into the techniques/procedures for conducting searches and to explain why it is important to follow protocol when maintaining security.

In groups, learners discuss searches that they have been involved in and come to a conclusion about why they think searches are an important way to maintain security.

**Suggested time:** about 3 hours.

### Activity: When do public services personnel search people?

Learners conduct research to find out:

- which public services conduct searches of people – learners should look at a range of public services, such as the police, the armed services and Her Majesty's (HM) Prison Service
- how and why searches differ – learners need to know that the law has a huge impact on how each public service can search and the constraints they must consider
- which other people might conduct searches, such as airport staff, venue security – learners need to look at the limitations of these searches and why they differ from others discussed.

In groups, learners complete the research detailed above, review their findings, and discuss how and why there are differences between searches.

**Suggested time:** about 4 hours.

### Activity: Why is searching important?

Learners conduct research to find out why different public services conduct searches. (Learners should look at a range of public services, such as the police, the armed services and the prison service).

Invite an operational-level public service employee (from a different service from that used in the introduction) to be a guest speaker in order to give learners an insight into how and why searching is an important part of maintaining security. Encourage learners to ask questions as a result of the points raised by the guest speaker.

In groups, learners complete the research detailed above, review their findings and explain why searching is important.

**Suggested time:** about 3 hours.

**Activity: Practising practical search skills – people**

Tutors share with learners the appropriate knowledge so that they may apply JOG and GOWISE to their searches, before allowing them to work in pairs to practise the skills for searching people.

Ensure a safe learning environment for learners (who need to consider their partner's privacy when conducting searches). Ensure that all learners feel comfortable being searched, maybe keeping to same-sex pairings. No one should be at a disadvantage. Other strategies could be applied, such as using a dummy instead of the person to be searched, or using another learner who is more comfortable with the situation.

Learners practise carrying out a person search while considering the most effective communication methods and styles to use when carrying out searches.

In groups, learners review their searches and discuss how and why they may need to alter the searching process when taking into account search constraints and limitations.

**Suggested time:** about 8 hours.

**Activity: When do public services personnel search rooms/premises?**

Learners conduct research to find out:

- 1) which public services conduct searches of rooms/premises – learners should look at a range of public services, such as the police, the armed services and HM Prison Service
- 2) how and why these searches differ – learners need to know that the law has a huge impact on how each public service can search and the constraints they must consider.

In groups, learners complete the research detailed above, review their findings, and discuss how and why there are the differences between searches.

**Suggested time:** about 4 hours.

**Activity: Practising practical search skills – rooms/premises**

Tutors share with learners the appropriate knowledge relating to searching rooms/premises and then allow them to practise.

Health and safety factors will need to be considered when learners are searching rooms/premises: they could be given plastic gloves and items could be hidden in the rooms/premises to make the situation more realistic for learners.

Learners work individually to practise rooms/premises searching, considering the types of problem that can occur when carrying out searches and the strategies that can be used to overcome them.

In groups, learners review their searches and discuss how and why they may need to alter the searching process when taking into account search constraints and limitations.

**Suggested time:** about 8 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

A group of learners are about to take an examination at your centre and you have been asked to assist in the searching of these learners to ensure they are not taking their mobile phones into the examination. You need to ensure that you communicate effectively with the learners and the members of staff in attendance.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, a new group of learners is going to join you in your class and your tutor is concerned that one of the learners may have an item on them that is not permitted. You have been asked by your tutor to assist in searching the learners before they enter.



# Unit PS8: Responding to an Incident

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their information management, communication, teamwork and response skills when planning for, responding to and reviewing a public service incident scenario.

## Unit introduction

You will have seen emergency vehicles with blue lights flashing and sirens sounding. Have you ever wondered how the emergency services prepare to respond to incidents? It is important to know that each incident is different, and that you need to develop different skills and knowledge to deal with them.

In this unit, you will look at different types of emergency and non-emergency incidents, for example road traffic accidents, fires or acts of terrorism, and how the public services plan for and respond to them. You will think about the different activities, public services personnel and equipment that are involved in dealing with incidents, and the information that needs to be managed when planning and responding. You will demonstrate your skills and knowledge in scenarios that involve you managing information, creating a response plan and working with others to carry out a role-play response to a public service incident. You will review how effectively your team responded to the incident.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan a response to a public service incident scenario
- B** Work with other to respond to a simulated public service response.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan a response to a public service incident scenario	<ul style="list-style-type: none"> <li>The different types of incidents and the key factors involved</li> <li>Key resources used by public services when dealing with incidents</li> <li>Planning the response to a public service incident scenario</li> <li>Carrying out and reviewing the planned response to a public service incident scenario</li> </ul>	<ul style="list-style-type: none"> <li>Learners produce an appropriate plan in response to an incident.</li> <li>Learners are observed taking part in a paper-based or a tabletop role-play exercise in response to a given public service incident scenario.</li> </ul>
<b>B</b> Work with others to respond to a simulated public service response		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Planning a response to the scenario</li> <li>Communication skills when dealing with incident scenarios, including listening to instructions and contributing ideas</li> <li>Responding to changes in an evolving incident</li> <li>Reviewing the response to an incident</li> </ul>	<ul style="list-style-type: none"> <li>Services that respond to incidents</li> <li>Equipment used to respond to incidents</li> <li>Public service personnel that respond to incidents</li> <li>Types of incidents</li> <li>Inter-service cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Managing information</li> <li>Working in a team</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Read relevant case studies and documents containing information related to the scenario.</li> <li>Make relevant and extended contributions to discussion, allowing for and responding to others' input.</li> <li>Present information/points of view clearly and in appropriate language.</li> </ul>

## Unit content

### Knowledge and sector skills

#### The different types of incidents and the key factors involved

- Non-emergency incidents, e.g. any incident that does not pose an immediate risk to health, life, property or environment.
- Small-scale emergency incidents, e.g. small road traffic incidents involving one or two vehicles, small fires, accidents, incidents only requiring attendance by one or two emergency services.
- Large-scale emergency incidents, e.g. road traffic incidents involving multiple vehicles, large fires, disasters, acts of terrorism, incidents requiring attendance by three or more emergency services.

#### Key resources used by public services when dealing with incidents

- Operational response personnel:
  - police, e.g. constables, traffic officers, summary of roles and responsibilities when dealing with incidents
  - fire and rescue service, e.g. operational firefighters, summary of roles and responsibilities when dealing with incidents
  - ambulance service, e.g. paramedics, air ambulance personnel, summary of roles and responsibilities when dealing with incidents
  - coastguard, e.g. watch officer, rescue officer, summary of roles when dealing with incidents.
- Equipment used when dealing with incidents:
  - transport, e.g. police car, fire appliance, ambulance, rigid inflatable boats (RIBs)
  - communication equipment, e.g. Airwave
  - specialist equipment, e.g. urban search and rescue equipment, cutting equipment, defibrillator.

#### Planning the response to a public service incident scenario

Planning skills:

- identifying activities, equipment and personnel required to resolve the incident
- planning the response to the incident, including the sequence and priority of activities
- monitoring of progress to complete each activity in the response
- adapting the plan to respond to evolving incidents and additional information.

#### Carrying out and reviewing the planned response to a public service incident scenario

- Contributing to the response to a public service incident scenario:
  - communication skills, e.g. talking clearly, listening, questioning, checking understanding
  - following plans and procedures, e.g. assessing risk, sharing information
  - importance of actively participating, listening to instructions, estimating the timing, scale and resource requirement of the response to incident.
- Reviewing team performance in response to incident: reflect on performance, consider the context of an evolving incident and identify strengths and areas for improvement.

### Transferable skills

- Managing information: reading case studies and briefing sheet in relation to the public service incident scenario, sorting and prioritising information.
- Working in a team: working together to respond to a public service incident scenario, working individually to contribute to the team activity, respecting others' roles.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan a response to a public service incident scenario</b>		
<b>A.P1</b> Produce a simple plan in response to a given public service incident scenario.	<b>A.M1</b> Produce a plan in response to a given public service incident scenario that identifies the activities, personnel and equipment required.	<b>A.D1</b> Produce a detailed plan in response to a given public service incident describing the activities, personnel and equipment required.
<b>Learning aim B: Work with others to respond to a simulated public service incident</b>		
<b>B.P2</b> Work with others to respond to an evolving public service incident, taking some responsibility for own role.	<b>B.M2</b> Work effectively with others to respond to an evolving public service incident, taking responsibility for own role.	<b>B.D2</b> Work confidently with others to respond to an evolving public service incident, taking full responsibility for own role and making effective contributions to others.
<b>B.P3</b> Produce an outline review of own performance in response to a public service incident.	<b>B.M3</b> Review own performance in response to a public service incident, identifying own strengths and weaknesses in response to feedback.	<b>B.D3</b> Review own performance in response to a public service incident, making suggestions for improvements, with detailed reference to feedback.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a detailed plan that clearly explains the roles of each service and the interactions between different services, including the personnel, procedures and equipment required. The plan includes realistic and logical sequences of activities and expected outcomes. It also includes contingencies to deal with evolving events
- confidently assume a role when in a role-play response to the incident, e.g. using effective communication skills, successfully reacting to a changing situation and new information by solving problems and suggesting alternative actions, taking ownership of tasks and making decisions. Learners take responsibility for their own actions and think of the needs of colleagues. They use confident teamwork skills by effectively collaborating with and supporting team mates to achieve the goals as efficiently as possible
- produce a thorough review of their performance, with detailed reference to feedback from their peers and tutors. Learners will describe their strengths and areas for improvement, giving details about how these affect the response performance of the team. Learners draw clear conclusions about the performance and describe what changes need to be taken and why, giving effective suggestions as to how performance can be improved and offering examples of procedures or responsibilities to assist in this.

**For merit standard**, learners:

- produce a plan that includes details on the services, procedures, personnel and equipment needed to respond effectively to an incident. There is identification of the sequencing of activities, which may not be fully formed
- make an effective contribution when assuming a role in a role-play response, e.g. contribute ideas to problem solving and decision making. Learners react positively to an evolving scenario, taking responsibility for their own actions, treating their team mates with respect and working through any disagreements with minimal support
- identify the key strengths and areas for improvement in their performance, with some reference to feedback from peers and tutors. They make some links to how their performance affected the team when responding to the incident and identify some changes that need to be made.

**For pass standard**, learners:

- produce a simple plan that contains basic information about the response to the incident, e.g. lists identifying the personnel, equipment and activities needed to respond. The plan may identify responsibilities of each public service but will schedule activities. The plan will not include contingencies or recognition of evolving events
- make a contribution when assuming a role in a role-play response. Learners take some responsibility for their own actions and use appropriate teamwork skills, treating their team mates with respect and demonstrating a positive attitude
- produce an outline review that simply identifies the activities they carried, but there is little reference to how they contributed to the overall effectiveness of the incident response. Learners may draw some simple conclusions about performance, which may be prompted by tutors.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners examine the ways that public services respond to different types of incidents, looking at case studies provided by tutors that show small-scale incidents such as road traffic incidents (RTIs) and fires, and large-scale incidents involving multi-service responses.

Video footage of real-life incidents can be used. It may also be beneficial to invite a guest speaker from the public services to discuss how they respond to incidents.

In groups, learners read the case studies and outline the public service responses to the incidents, identifying the responses by all the services involved in the case study incidents.

**Suggested time:** about 3 hours.

### Activity: Resources used when responding to incidents

Learners investigate the key resources, including personnel and resources used when responding to incidents. A visit to a local public service organisation would be beneficial for learners, for example the Fire Service, where they could speak to personnel and see equipment in action. Learners could also find out about specialist equipment and services offered, for example response to chemical or biological incidents.

Learners research and identify local public service resources, including operational response personnel, for example police, fire and rescue, ambulance and coastguard who are involved in responding to incidents. Learners find out where the local services are located and then use case studies that relate to specific incidents that could be linked to that area, for example RTIs in an area close to a major highway, or Hazmat requirements for the Fire Service in areas close to chemical or oil storage facilities.

In groups, learners produce a poster that identifies the key resources used to respond to incidents.

**Suggested time:** about 6 hours.

### Activity: Develop skills when working as a member of a team in an evolving incident

Learners participate in a range of scenario-based activities, including teamwork and paper-based activities. These activities expose learners to the different roles the public services assume when responding to an incident and the interactions between the roles. They also enable learners to develop communication and teamwork skills that can be used when working as part of a group.

The scenarios could introduce new information and evolve as they proceed. For example, learners could be given a responsibility to give instructions to a member of the public, then the instructions change or different types of people could be introduced into the scenario. These people could be angry, confused and worried. Learners would need to adapt their responses to the evolving incident and new information.

Learners work together to participate in the team activities and review their performance.

**Suggested time:** about 8 hours.

**Activity: Planning skills development**

Learners watch videos or are given case studies of public service incidents. They are asked to identify the activities involved in responding and establish the equipment needed to resolve the public service incident scenario.

In small groups, learners discuss how they would plan the response to the incident scenario, including planning the monitoring of progress to complete the activity and the ways they might adapt the planning in response to additional information.

Learners use a template for the planning activity to help them make sure that they have considered everything that they needed to include in the planning.

**Suggested time:** about 1 hour.

**Activity: Planning in safety**

In this activity, learners will develop an understanding of the importance of maintaining their own safety and the safety of others attending a public service incident.

Learners will review the plans made in the previous sessions and ensure that they have planned health and safety measures that would be used by the public services in dealing with an incident.

Learners should be introduced to the safety expectations when working at a public service incident and the review of safe working practices. This may be supported by the use of videos or a guest speaker from an operational role in the public services.

**Suggested time:** about 3 hours.

**Activity: Practising skills for the implementation of response plans**

In teams, learners respond to different types of discussion-based and tabletop public service incident scenarios, for example learners can discuss how they would implement a response plan based on a scenario provided by tutors. Alternatively, learners could take part in a tabletop role-play activity that simulates the communication and coordination requirements of responders from different services. Learners are expected to know the plan and they are invited to test how the plan works as the scenario unfolds.

Learners should practise a range of their skills, such as working with others, managing information, problem solving and communication.

Pre-prepared plans and briefing notes can be used to provide information to learners about different types of incident.

Learners should work together to review their performance in each scenario.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are part of an incident response team for a public service organisation. You have been given the role of 'incident controller' in a tabletop role-playing exercise in response to a given incident. You will be briefed on the incident by your tutor.

You will need to produce a response plan for the incident that gives details on how you think the incident should be responded to. This should include the public services that need to be involved and the procedures, personnel and equipment required to respond. You will need to ensure that you respond quickly to the information you are given and work effectively with team mates when planning your response.

You will then take part in a tabletop, or paper/discussion-based role play of the response to an evolving public service incident. You will say how you would react to and deal with the incident and respond to any emerging information.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you are asked to plan and carry out a response to a different type of incident.



# Unit PS9: Planning and Navigating a Route

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in planning and navigating a route using Ordnance Survey (OS) maps by producing a route-planning card and navigating their planned route.

## Unit introduction

Did you know that being able to read a map properly might save your life? When you work in the public services, you often work outdoors and sometimes weather conditions mean that you cannot know where you are by simply looking around. Modern technology can be really good for helping you to navigate but if your Global Positioning System (GPS) does not function because you are in a valley or have a flat battery, it can be vital that you know how to read a map.

In this unit, you will learn how to use a map and orientate it against the real geography around you. You will learn the signs and symbols that are used on maps, as well as what grid lines are and how you can use them. When you know how to use a map properly, you can use it to plan and navigate a route, as well as use it to find out where you are. You will learn how to plan a route and also think about the equipment and the possible problems you may face when carrying out the route. You will consider how to deal with any risks that may be on your planned route. Finally, you will carry out a planned route, demonstrating the navigation knowledge and skills that you have learned.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan a route using Ordnance Survey maps
- B** Navigate an agreed route within an agreed timeframe.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan a route using Ordnance Survey maps	<ul style="list-style-type: none"> <li>• Features of Ordnance Survey maps</li> <li>• Producing a route-planning card</li> <li>• Navigation skills needed to carry out a route</li> </ul>	<ul style="list-style-type: none"> <li>• Route-planning card.</li> <li>• Evidence to show the route and time taken in the form of pictures, notes, street names, landmarks.</li> <li>• Tutors observations, signed observation record/witness statement.</li> </ul>
<b>B</b> Navigate an agreed route within an agreed timeframe		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Producing a route-planning card</li> <li>• Map reading</li> <li>• Navigating</li> <li>• Managing own safety and timekeeping when carrying out a planned route</li> </ul>	<ul style="list-style-type: none"> <li>• Features of an Ordnance Survey map</li> <li>• Route-planning card content</li> <li>• Route-planning considerations</li> <li>• Route navigation considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Problem solving</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Identify main points and ideas and how they are presented in a variety of texts.</li> <li>• Read and understand texts in detail.</li> <li>• Utilise information contained in texts.</li> <li>• Write clearly and coherently, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers and understand negative numbers in practical contexts.</li> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> <li>• Solve simple problems involving ratio, where one number is a multiple of the other.</li> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity, temperature.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Features of Ordnance Survey maps

- Use of scale on OS maps – scale as a ratio; scale as a statement, e.g. 1 cm to 1 km.
- Conventional signs, e.g. line symbols, buildings, trees and landscapes, water features, boundaries.
- Use of the key – conventional signs used on OS maps; point symbols, line symbols, e.g. railway, road; area symbols, e.g. marsh; abbreviations, e.g. 'PO.', 'Sch.'.
- Contour lines – each line of equal interval, closer lines mean steeper slopes, reading the heights marked on contour lines, recognising real-life topographical features on maps.
- Grid referencing systems to find a location – giving and reading four- and six-figure grid references; eastings and northings.

#### Producing a route-planning card

- Route-planning information: details of the route, group size and composition, route legs, grid references, height, distance, timings, consideration of group capabilities (if in a group), weather information, escape routes in case of emergency, types of terrain and gradient.
- Producing a route plan: knowing what the expected outcome is, gathering information, anticipating problems, creating contingency plans, finding solutions to anything unexpected, producing plan in logical order.
- Calculating distances: grid lines, paper strips, measuring road distances, measuring path distances, judging distance by eye and confirming by map.
- Calculating time required to navigate route, introducing Naismith's rule.
- Considering safety issues.
- Carrying out risk assessments.
- Considering equipment, including clothing and footwear.
- Taking into account environmental issues, e.g. access laws, countryside code, ensuring minimal impact on the environment.
- Gaining landowners' permission if not using footpaths or access land.
- Distance along actual route rather than distance as the crow flies: estimating; methods of measuring on a map, e.g. string, paper, measuring wheel.

#### Navigation skills needed to carry out a route

- Map reading skills, e.g. orienting a map to the ground, relating the ground to the map, understanding the scale of the map.
- Relating visual geographical features to OS map: hills and mountains, water features; identifying location from visible features; orientating ground to map; use of features as an aid to navigation; estimation of timings to complete a route, taking into account speed of walking; introduction of Naismith's rule for height gained to estimate time taken.
- Carrying and using appropriate kit.
- Decision making and solving problems as they arise, such as changes in weather conditions, unable to stick with route, or injury. Adapting to change, overcoming barriers, not giving up and seeing activity through to completion.

### Transferable skills

- Planning: gathering information to put together a route plan; considering and processing all the different factors that contribute to a route plan, e.g. distance, timing, landmarks.
- Problem solving: not giving up when faced with a problem; finding solutions to problems; e.g. planning a route from starting point to destination; overcoming changes such as the weather or unexpected barriers when carrying out the route.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan a route using Ordnance Survey maps</b>		
<b>A.P1</b> Produce an outline route plan from given information using an Ordnance Survey map.	<b>A.M1</b> Produce a detailed route plan from given information using an Ordnance Survey map.	<b>A.D1</b> Produce a detailed and accurate route plan from given information using an Ordnance Survey map.
<b>Learning aim B: Navigate an agreed route within an agreed timeframe</b>		
<b>B.P2</b> Complete an agreed route within an agreed timeframe, with some deviation, and limited evidence of route taken.	<b>B.M2</b> Complete an agreed route correctly, meeting the agreed timeframe and presenting relevant evidence of route taken.	<b>B.D2</b> Complete an agreed route correctly within the agreed timeframe, presenting accurate and logical evidence of route taken.

## Essential information for tutors

### Essential information for assessment decisions

Learners should be given the starting and finishing points of the route for the preparation of the route plan card. For the navigation of the agreed route, the route length should be a minimum of five kilometres. Learners should be informed that they cannot use satellite navigation systems or GPS when navigating the agreed route.

**For distinction standard**, learners:

- produce a detailed and accurate route plan from given information that includes precise information on the symbols, scale and other features that are present on an OS map. They show clear links between the features and the 'real' environment where the route will take place. The route plan is well organised, with information that is logical, sequential and clear. The correct terminology and accurate calculations of distances and timings for route legs to be undertaken are used. Learners manage safety, possible dangers and environmental impact by planning and reacting to them, e.g. appropriate escape routes. Evidence may include completed consent forms and risk assessment
- successfully navigate an agreed route within an agreed time, using map reading and navigation skills in a decisive and accurate way and solving any problems that might arise. Assessment evidence from the route could be pictures of landmarks, names of streets, notable buildings such as mainline rail stations, Tube stations or churches. The time taken to get from one landmark to the next is detailed and accurate, and matches the original agreed estimate, possibly referencing Naismith's rule. Learners may deviate from the route during navigation but will self-correct and return to the route, identifying where they went wrong.

**For merit standard**, learners:

- produce a detailed route plan from given information that includes information on the symbols and other features that are present on an OS map. They describe links between the features and the 'real' environment where the route will take place. Calculations of distance and expected route leg timings are included. The information presented will have minimal inaccuracies. Learners consider possible dangers and own safety, along with environmental impacts, and plan for them
- correctly and efficiently undertake the agreed route using effective map reading and navigation skills that are likely to lead to a successful and expected outcome. Learners use problem-solving skills to overcome problems by adapting plans and thinking of alternative routes while giving consideration to safety. Learners may deviate from the route during navigation but will self-correct and return to the route.

**For pass standard**, learners:

- produce a simple route plan from given information that includes a few symbols and other features that are present on an OS map. Some concepts may be missed and the information presented may have some inaccuracies. Learners' plans will include some details of the route to be undertaken, including some waypoint markers and an approximation of route distance and timings, with an attempt at calculations to support this. The plans will make some links between the map features and the 'real' environment where the route will take place but these will not be comprehensive. Learners will identify potential hazards on the route
- follow and try to complete, with some deviation, the agreed route as closely as possible, using some problem-solving skills when planning and navigating the route, e.g. providing evidence of a decision made to overcome a problem, or evidence of trying alternative routes. Learners use basic map reading and navigation skills and there may be some indecision at times. Learners manage their own safety and their time to meet deadlines.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutors introduce the unit by asking learners to think about experiences when they have used maps to carry out a route, e.g. travelling to college from home for the first time. Learners can then study local maps to plan a basic journey from one point to another, e.g. from college to a local shop.

Ask learners to think about the alternative routes they could plan for the same journey using a 1 : 50 000 scale or 1 : 25 000 scale OS map.

Invite a guest speaker, e.g. an expedition leader, or uniformed officer, to speak about the importance of route planning and using maps correctly. Learners prepare questions to ask the speaker about route planning and the key features of OS maps.

In groups, learners assess the route they originally planned for their journey and make recommendations for alternative routes that may be quicker or more direct.

**Suggested time:** about 3 hours.

### Activity: Researching features of OS maps

Ask learners to study OS maps and use the internet to research and identify different symbols, lines and scales.

Learners participate in a supervised visit to a local area to compare the features of the map to the environment and the geographical sights and features present. Learners may also consider their journey to college, or the area surrounding their home, and compare the symbols on the map to the landmarks that they know. Learners then take part in a quiz on the features of OS maps.

**Suggested time:** about 6 hours.

### Activity: Researching the use of OS maps

In small groups, learners look at important considerations when using an OS map in different environments, e.g. orienting a map to the ground, relating visual geographical features to the map, understanding the scale of the map and grid referencing systems, and calculating route distances from a map.

Learners discuss a list of 'rules' to remember to ensure the most effective use of maps when planning and undertaking a route. They must think about ensuring:

- their own and others' safety
- that the most efficient routes are planned and undertaken.

As part of a whole-group discussion, each group contributes to an overall list of 'dos' and 'don'ts' on the use of maps when planning and undertaking routes.

**Suggested time:** about 3 hours.

### Activity: The features and uses of OS maps

These activities enable learners to consolidate their understanding of the features and uses of OS maps.

Learners take part in a whole-group discussion on the main points of the features and uses of OS maps.

Learners then produce a leaflet, poster or presentation that presents information on the features and uses of OS maps, using the outcomes of the group discussion and research they have done, while the tutor facilitates and supports the production. Learners may also communicate their information verbally through presentation or question and answer.

**Suggested time:** about 3 hours.

**Activity: Planning a route using OS maps (route details)**

Learners work on their own or in small groups using OS maps and other sources of research to produce route plan cards for routes that could be undertaken by the group.

Learners consider route details, including possible hazards, group size, composition and capabilities, date and time of planned route, route legs, grid references, distances, heights and gradients and types of terrain, timings, and escape routes in case of emergency.

Learners should practise calculating route leg distances and entering the appropriate information onto a route-planning card template. The template could be either pre-designed or created during a tutor-led activity to design a specific route card. Introduce learners to Naismith's rule for estimating journey time.

Learners compare their plans to others' and discuss possible problems.

**Suggested time:** about 4 hours.

**Activity: Planning a route using OS maps (route considerations)**

Learners work on their own or in small groups using OS maps and other sources of research to plan and produce route plan cards for routes that could be undertaken by the group.

Learners think about route considerations, including potential safety issues, gaining consent from and for those undertaking the route, carrying out risk assessments, considering any equipment they will need, and any environmental issues, e.g. access rights.

Learners practise entering the appropriate information onto the same route-planning card template as used previously.

Learners then compare their plan to others' and discuss possible problems.

**Suggested time:** about 4 hours.

**Activity: Undertaking routes using OS maps**

Give learners, under supervision, completed route-planning cards relating to appropriate routes that they can follow using OS maps. These routes do not have to involve travelling a great distance and could be carried out in any appropriate outdoor space that learners are unfamiliar with, such as the local park. Set an approximate time limit of half an hour per planned learner route.

Learners practise map reading and navigation skills, such as orienting the map to the actual physical environment around them, and hazard awareness.

Learners practise using transferable skills such as planning and problem solving while navigating a route.

Once they have completed the routes, learners work in small groups to review their own strengths and areas for improvement.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are organising a charity treasure hunt event for a local nursery school and need to plan and navigate the treasure hunt route in order to place clues and treasure for the participants.

#### Task A

You need to plan your route from point A (the start line) to point B (the finishing line), ensuring that you consider the distance between the two points, the amount of time it will take to walk between them and the waypoints between, and the safety of the participants when undertaking the treasure hunt. You need to consider the appropriateness of the route for all participants, remembering that many will be young children. The nursery school has given you 1 : 50 000 scale and 1 : 25 000 scale OS maps of the area to help you plan and navigate the treasure hunt route. Once you have made a plan for the route, you will need to follow it, using your navigation skills to lay down the clues, rewards and get to the finishing line safely.

You will need to carry out some research into the features and use of OS maps, which could take place either in class using maps and other appropriate resources and internet searches, or by practising using a map in an outside environment. You will be expected to produce a route-planning card that includes some details of the route to be undertaken, for example the start and end points, some waypoint markers and some basic identification of potential hazards, a simple list of any equipment needed, a basic identification of route timings and an approximation of route distance and calculations to support this. The plan information should be presented in a logical and appropriate format.

#### Task B

The second part of the task is to undertake a test run of a route to make sure it is appropriate for the activity. You will agree a route with your tutor and you need to complete it correctly within the timeframe you have agreed.

As you follow the route, you should make notes on the route card to show how accurate your timings were, making a note of any places where you move away from the planned route, and how you navigate yourself back onto the plan.

You will need to take some photographs or list different sights while on the walk to show landmarks and the order in which you saw them.

Your tutor will also give you an observation record as evidence that you have undertaken the route.

**If a retake assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity.**

On another occasion, a family member has asked you to help them work out and test a route for them to attend an interview on the other side of town. As you have not visited this area of the town before, you will need to use an OS map to plan and navigate the route that you will take to get to the company. The family member has also asked you to follow a given route to another interview to see how long the route takes and if there are any notable landmarks to look out for on the way.



# Unit PS10: Assisting Members of the Public

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in assisting the public and will apply them to different role-play situations.

## Unit introduction

Have you ever wondered how people who work in public services develop their skills? They need to have a lot of different skills to be able to help people in different situations. Have you watched when police officers are giving directions to people in a busy town centre or on the way to a sports event? When you see an ambulance taking someone to hospital, have you thought how you would cope if that was you?

In this unit, you will practise giving help to the public in different ways and in different situations. You will have the chance to take part in role-play activities that cover everyday situations in which you can help the public. You will also take part in more unusual and challenging situations, which might include dealing with accidents, security alerts or floods. People who work in public services need to be able to communicate with members of the public when offering help. At times you will be working under pressure but, even when the situations you are involved in are challenging and difficult, you will need to keep a positive attitude and be calm. You will also have fun because you will be working with others as colleagues and developing skills that can be used when helping the public. These skills can also be used in other customer service situations.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Assist members of the public in different role-play situations
- B** Work well under pressure and maintain a positive attitude when assisting the public.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Assist members of the public in different role-play situations</p>	<ul style="list-style-type: none"> <li>• Different ways that public services assist the public</li> <li>• Factors affecting the assistance that can be offered to the public</li> <li>• Preparation and practical skills for assisting the public in different situations</li> <li>• Skills required to demonstrate effective communication in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Video, witness statements, peer observation and tutor observation of learners participating in a range of role-play activities where they assist the public in emergency and routine situations.</li> <li>• Tutors observe learners demonstrating a positive attitude and communicating effectively while working under pressure, assisting the public, and provide signed observation record/witness statements.</li> </ul>
<p><b>B</b> Work well under pressure and maintain a positive attitude when assisting the public</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Effectively assisting members of the public in different situations (preparation/implementation)</li> <li>• Effectively communicating with the public in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways in which public services assist the public</li> <li>• Different situations when assistance is required (emergency/routine)</li> <li>• Factors affecting the assistance that can be offered to the public</li> </ul>	<ul style="list-style-type: none"> <li>• Working well under pressure</li> <li>• Demonstrating a positive attitude</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Present information/points of view clearly and in appropriate language.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Different ways that public services assist the public

- Providing emergency assistance and rescue:
  - natural disasters, e.g. flood, storms
  - accidents and emergencies, e.g. illness, traffic accidents, fire
  - crimes.
- Providing information and preventing harm:
  - fire prevention
  - road safety
  - health education
  - crime prevention.
- Assisting the public in routine activities, e.g. giving directions.
- Providing day-to-day services, e.g. schools, libraries, museums, environmental health.

#### Factors affecting the assistance that can be offered to the public

- Different scenarios:
  - emergency situations, e.g. accidents, natural disasters, security threats, evacuation procedures
  - routine situations, e.g. providing information and guidance face to face, online, in written format, by phone.
- Different needs of members of public, e.g. emergency help and rescue, needs of different types of person, people who are distressed, confused and anxious, people who are angry.

#### Preparation and practical skills for assisting the public in different situations

- Preparing to assist the public:
  - knowing the responsibilities and legal powers for different public services
  - knowing how to plan responses in emergency and routine situations and allocate individual activities/roles
  - teamwork and communication skills.
- Effectively assisting the public by providing:
  - practical and emotional help
  - information.

#### Skills required to demonstrate effective communication in different situations

- Face-to-face communication skills:
  - speaking, listening, checking understanding, body language, keeping calm, maintaining a positive attitude.
- Telephone skills, message taking.
- Written communication skills:
  - note taking, email, written communications.

### Transferable skills

- Working well under pressure: prioritising activities when dealing with an emergency situation; responding to a range of situations; ensuring deadlines are met; overcoming barriers to success by remaining positive and communicating effectively with colleagues and members of the public, e.g. when providing information when planning and carrying out an evacuation.
- Demonstrating a positive attitude: showing enthusiasm, commitment, hard work; being open to feedback so that colleagues and members of the public can be confident, e.g. keeping calm and positive when dealing with emergencies such as floods and accidents.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Assist members of the public in different role-play situations</b>		
<b>A.P1</b> Use appropriate preparation, practical and communication skills to assist members of the public in different role-play situations.	<b>A.M1</b> Use effective preparation, practical and communication skills when assisting members of the public in different role-play situations.	<b>A.D1</b> Use preparation, practical and communication skills confidently when assisting members of the public in different role-play situations.
<b>Learning aim B: Work well under pressure and maintain a positive attitude when assisting the public</b>		
<b>B.P2</b> Demonstrate an appropriate attitude when assisting members of the public in different role-play situations.	<b>B.M2</b> Demonstrate a positive attitude when assisting members of the public in different role-play situations.	<b>B.D2</b> Demonstrate a positive and flexible attitude that positively influences others when assisting members of the public in different role-play situations.
<b>B.P3</b> Work well under pressure when assisting members of the public in different role-play situations.	<b>B.M3</b> Work effectively under pressure when assisting members of the public in different role-play situations.	<b>B.D3</b> Work confidently under pressure when assisting members of the public in different role-play situations.

## Essential information for tutors

### Essential information for assessment decisions

Learners will be expected to participate in at least six varied routine and emergency scenario-based activities with colleagues in order for them to demonstrate that they can assist members of the public with different needs while under pressure.

**For distinction standard**, learners:

- confidently use preparation and practical skills, e.g. having a clear plan for how they will assist, following this plan and providing a high level of assistance that fully meets the needs of the member(s) of public. Learners take responsibility for their own actions and think about the needs of colleagues. They apply their own preparation and practical skills without hesitation to ensure a successful outcome. They collaborate with and support colleagues effectively, ensuring activities are successfully completed and goals are achieved as efficiently as possible
- communicate confidently with colleagues and members of the public at the correct time, using a range of communication skills and styles that are the most appropriate and relevant to support members of the public in simulated emergency and routine situations. Learners use positive body language effectively to give confidence to colleagues and members of the public
- treat their colleagues and members of the public with respect at all times, demonstrating a positive, enthusiastic and flexible attitude to positively influence others and work through any barriers or disagreements in a constructive way. They are open to giving and receiving feedback with colleagues and members of the public
- work confidently and effectively under pressure by prioritising activities to ensure deadlines are met when preparing for and dealing with each situation, while ensuring the public are effectively supported.

**For merit standard**, learners:

- effectively use preparation and practical skills, e.g. thinking about, and planning for, the needs of the member(s) of public and ways these can be met before providing a level of assistance that mostly addresses their needs. Learners take full responsibility for their own actions. They use preparation and practical skills competently, e.g. giving timely and accurate information to members of the public or responding to, and successfully solving, a query from a member of the public. Learners enthusiastically collaborate with others, treating colleagues and members of the public with respect and work through any barriers or disagreements in a constructive way with minimal support
- communicate effectively with colleagues and members of the public, using language appropriate for the situation, e.g. giving instructions and using positive body language or giving and receiving feedback
- work effectively under pressure, displaying a positive attitude and commitment when prioritising activities to ensure deadlines are met and barriers are successfully overcome when dealing with and assisting members of the public on their own or with others.

**For pass standard**, learners:

- use appropriate preparation and practical skills, e.g. thinking about ways they can assist and putting these thoughts into action. Some of their methods may not be the most effective and they may, at times, be hesitant when providing assistance. Learners take an active role and some responsibility for their own actions when preparing for and participating in activities, e.g. providing basic information to members of the public. Learners work productively with others and treat colleagues and members of the public with respect
- communicate appropriately, using language and style that is correct in the situation, e.g. giving correct instructions to members of the public while displaying positive body language
- work well under pressure, making an attempt to prioritise tasks, activities and responses while maintaining an appropriate attitude by showing enthusiasm, commitment and hard work in most situations
- overcome barriers to success by remaining positive and making a contribution to solutions.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners think about experiences where they have observed members of public services as they undertake their work in both emergency situations and during routine day-to-day activities.

In a group, learners discuss their examples of observing members of public services assisting the public and discuss the skills and attitudes that are being demonstrated. Encourage learners to consider a wide range of situations, including those where the members of the public service(s) involved are working under pressure.

Invite a guest speaker, e.g. an operational-level public service employee, to give learners an insight into how and why they assist the public in their day-to-day role serving the public.

In groups, learners discuss the speaker's comments and review how well the activities involving helping the public went, suggesting ways to improve performance if the activities were to be repeated.

**Suggested time:** about 3 hours.

### Activity: Participate in assisting the public (providing information 1)

In groups, learners take turns role playing as a member of the public making an enquiry and the public service employee who is providing information.

Each learner will be given a simple scenario to role play/question to ask.

In groups, learners review how well the activities went, suggesting ways to improve performance if the activities were to be repeated.

**Suggested time:** about 4 hours.

### Activity: Participate in assisting the public (providing information 2)

In groups, learners prepare a session to be delivered at a youth club where the public service is encouraging members of the public to install fire alarms in their homes, so reducing the risk of house fires.

Learners need to research fire alarms available for use in the home and plan a presentation to inform their audience, advising where they can obtain practical assistance with fire alarm installation.

In groups, learners review how well the activity went, suggesting ways to improve performance if the activity was to be repeated.

**Suggested time:** about 4 hours.

### Activity: Participate in assisting the public in an accident

In groups, learners complete role-play activities related to different types of accident, e.g. a road traffic accident or building collapse, where they assist members of the public who have suffered minor injuries.

Tutors show video clips or newspaper reports of different types of accident where there have been minor injuries. Allocate roles to learners in different emergency services and as members of the public.

In groups, learners review how well the activities went, suggesting ways to improve performance if the activity was to be repeated.

**Suggested time:** about 6 hours.

**Activity: Participate in assisting the public – planning an evacuation**

Provide learners with case studies of situations where there is a need to evacuate members of the public from their own homes and from a venue/stadium/train station.

Learners role play in specific public services. Working with colleagues, learners discuss how they would organise those roles when assisting in an evacuation, what activities would be taken by each colleague and how they would communicate with the rest of their colleagues and the members of the public who need to be evacuated.

Introduce additional pressure for learners, e.g. a time limit could be imposed so the members of the public must be evacuated within 30 minutes before their homes are flooded or the bomb warning time is up.

In groups, learners review how well the activities went, suggesting ways to improve performance if the activities were to be repeated.

**Suggested time:** about 6 hours.

**Activity: Participate in assisting the public – helping a victim of crime**

In groups, learners complete role-play activities related to assisting a victim of crime, e.g. the theft of a mobile phone/keys/backpack on a walk home. Video clips or newspaper reports of such incidents of crime may be used, with learners being allocated roles in different emergency services and as members of the public.

Learners discuss appropriate ways to support the victims of crime, thinking of practical help, e.g. how will they get home with no phone or money, and other help that may be needed, e.g. calming someone who is distressed, getting information from the victim regarding the incident, the type of property taken and the identity of perpetrator.

In groups, learners review how well the activities went, suggesting ways to improve performance if the activities were to be repeated.

**Suggested time:** about 6 hours.

**Activity: Demonstrating a positive attitude**

In groups, learners look at a range of case studies where positive attitude, e.g. enthusiasm, commitment, hard work, being open to change, learning from experience are/are not demonstrated. Learners discuss why it is important for public service employees to maintain a positive attitude while assisting the public and identify from case studies where positive attitudes have been demonstrated. They identify how these positive attitudes can contribute to successful outcomes when assisting the public.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are a member of a rescue team that has been asked to assist the public in an area where floods are predicted. You need to work with your colleagues to prepare and plan how to respond to this emergency and offer assistance.

When you arrive at the incident, you are tasked with helping to evacuate people and pets stranded in their homes due to the flooding and take them to a safe refuge in the local leisure centre.

You need to plan how to communicate with these members of the public and think about how you will maintain a positive attitude.

During the rescue, you need to be able to work under pressure (as further flooding is predicted) to ensure everyone is safe.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You are a member of a rescue team that has been asked to assist the public in an area where floods are predicted. You need to work with your colleagues to prepare and plan how to respond to this emergency and offer assistance to the public.

When you arrive at the incident, you are tasked with helping a team of volunteers to build flood defences using sandbags that are being air dropped by the RAF.

You need to plan how to communicate with these volunteers and think about how you will all maintain a positive attitude, and work together under pressure, to ensure the sandbag defences are in place before further rains fall later this evening and water levels rise.



# Unit PS11: Contributing to Your Community

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out about and present information on a volunteering organisation and its activities that have a positive impact on the community, before taking part in a volunteering activity.

## Unit introduction

Volunteers are a key resource for the public services. Some public services, for example the Royal National Lifeboat Institution (RNLI), would not be able to operate without the skills, experience and fund-raising activities of volunteers. By working as a volunteer, you are making a contribution to your local community and are also gaining new skills. Volunteering can be enjoyable and is a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests.

In this unit, you will find out about a voluntary organisation and its activities. You will present information on this organisation and its activities that have a positive impact on the community. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out about a volunteering organisation and how its activities have a positive impact on the community
- B** Carry out a volunteering activity that contributes to your community.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Find out about a volunteering organisation and how its activities have a positive impact on the community</p>	<ul style="list-style-type: none"> <li>Finding out about volunteering and the impact on the public services and wider community</li> <li>Benefits for the individual who takes part in a volunteering activity</li> <li>Skills needed to take part in a volunteering activity</li> </ul>	<ul style="list-style-type: none"> <li>Learners' research log on a volunteering organisation and its activities.</li> <li>Learners take part in volunteering activities, evidenced with signed observation record/witness statement.</li> </ul>
<p><b>B</b> Carry out a volunteering activity that contributes to your community</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Identifying volunteering organisations and activities that make a positive contribution to the community</li> <li>Effective volunteering skills</li> </ul>	<ul style="list-style-type: none"> <li>The impact of volunteering on the individual and community</li> <li>The benefits of taking part in volunteering activities</li> <li>The factors to consider when finding out and presenting information about a volunteering organisation and its activities</li> <li>Skills needed to take part in a volunteering activity</li> </ul>	<ul style="list-style-type: none"> <li>Finding out information</li> <li>Self-development</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Prepare for and contribute to the formal discussion of ideas and opinions.</li> <li>Make different kinds of contributions to discussions.</li> <li>Present information/points of view clearly and in appropriate language.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Finding out about volunteering and the impact on the public services and wider community

- Volunteering is important to the public services; some public services depend heavily on volunteers, e.g. the RNLI, Mountain Rescue, and school and college governors.
- Types of community volunteering work may include:
  - offering advice and giving support or care to disadvantaged people or support to the public
  - encouraging community cohesion, e.g. through the operation of clubs and societies such as youth clubs and music clubs
  - work experience at charities, public-funded organisations.
- Finding out about volunteering activities through volunteering organisations, websites, blogs, local community centres, local authorities, advertisements, noticeboards in public places.

#### Benefits for the individual who takes part in a volunteering activity

- Gaining new skills, developing existing skills, gaining an awareness of the community.
- Demonstrating commitment to a role or activity and giving something back to their community.
- Gaining experience of public service work and developing public service-related skills.

#### Skills needed to take part in a volunteering activity

- Commitment, discipline, self-management, time management.
- Appropriate interpersonal skills, to include teamwork, respect, help, participation.
- Specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness.

#### Transferable skills

- Finding out information: carrying out comprehensive research to find out information about a volunteering organisation and the activities it organises that positively impact the community.
- Self-development: organisation, empathy, reliability, punctuality when carrying out a volunteering activity.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about a volunteering organisation and how its activities have a positive impact on the community</b>		
<b>A.P1</b> Select information about a volunteering organisation from given sources, identifying activities that have a positive impact on the community.	<b>A.M1</b> Select information about a volunteering organisation from given sources, outlining how its activities have a positive impact on the community.	<b>A.D1</b> Search for and select information about a volunteering organisation from own and given sources, describing how its activities have a positive impact on the community.
<b>A.P2</b> Produce information on a volunteering organisation and its activities.	<b>A.M2</b> Produce clear information on a volunteering organisation and its activities.	<b>A.D2</b> Produce detailed information on a volunteering organisation and its activities.
<b>Learning aim B: Carry out a volunteering activity that contributes to your community</b>		
<b>B.P3</b> Carry out a volunteering activity that contributes to your community.	<b>B.M3</b> Carry out a volunteering activity that contributes to your community, showing a positive and helpful attitude.	<b>B.D3</b> Carry out a volunteering activity that effectively contributes to your community, showing commitment and responsibility for others.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- select and produce relevant and accurate information from own and given sources about a volunteering organisation and the activities it carries out. The information produced is relevant, informative and gives full examples of how the organisation's activities make a positive contribution to the community
- make an effective contribution to a volunteering activity, e.g. they are organised and positive. They support others and show a high level of reliability in their role. They consistently show commitment to the volunteering activity and role, taking responsibility for their own actions and demonstrating effective collaboration with others.

**For merit standard**, learners:

- select and produce information from given sources about a volunteering organisation that gives clear details on the activities it carries out. The information produced gives some outline examples of how the organisation's activities have an impact on the community
- make a positive contribution to the volunteering activity, e.g. they are reliable and manage their own time and actions to support the successful completion of tasks. They show a positive attitude throughout the activity and are helpful to others.

**For pass standard**, learners:

- select information from a choice of sources provided by tutors, and which may be limited to one source. They produce information that demonstrates a basic understanding of the volunteering organisation and identifies how some of its volunteering activities impact the community
- contribute to a volunteering activity, showing some commitment to it. They demonstrate appropriate behaviour but rely on others for direction and advice.

### Essential resources

For this unit, learners will need access to a range of volunteering activities in the centre or community that will allow them to demonstrate practical skills when taking part in a volunteering activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Ask learners to think about when they have carried out any voluntary work.

Hold a group discussion for learners to share their examples of volunteering and discuss the benefits to them and others of volunteering.

It may be beneficial to invite a guest speaker, for example a volunteer from a public service organisation, to give learners an insight into how and why working as a volunteer is important and how this can benefit both the individual and the organisation.

In groups, learners discuss their volunteering experiences and develop a range of questions to ask the guest speaker about volunteering and its benefits.

**Suggested time:** about 3 hours.

### Activity: The impact of volunteering activities on the community

Learners research volunteering organisations and look at the impact they have on the community. They could do this by interviewing people from different voluntary groups, or visiting a voluntary group to find out what the benefits of volunteering are for the community.

In groups, learners complete the tasks above and review the impact that different volunteering activities have.

**Suggested time:** about 3 hours.

### Activity: Interpersonal and communication skills required for volunteering

Learners participate in team activities in order to refresh their interpersonal and communication skills, and then apply them to a volunteering activity.

In groups, learners complete different teamwork activities, for example a Blindfold activity. Split learners into pairs and give each a blindfold. One person is blindfolded and the other (the leader) has to guide the 'blind' person through an obstacle course.

Learners review the activities in the context of the volunteering activity they are going to complete, showing how skills such as listening, questioning, punctuality, participation are transferable to their volunteering activity.

**Suggested time:** about 5 hours.

### Activity: Volunteering skills – personal skills required to take part as a volunteer

Learners think about the personal skills they need to demonstrate in order to make an effective contribution to the volunteering activity, for example commitment, organisation skills, or time management.

Learners discuss personal skills and identify the skills needed in order to be successful at their volunteering activity.

Scenarios can be used to highlight different skills, for example role play that focus on communication or problem solving. Learners guess which skills are needed and comment on how they might affect the success of the volunteering activity.

**Suggested time:** about 5 hours.

**Activity: Factors to consider when finding out and presenting information about a volunteering organisation and its activities**

In small groups, learners look at sources of information in order to find volunteering organisations. They could then discuss volunteering activities that will have an impact on the community.

A whole-group discussion could take place to identify the key visual and verbal presentation skills, and a checklist of these skills could be created.

Learners could then be given a topic of interest that is relevant to public services and create a short visual presentation about it, using notes. In pairs/small groups, learners take it in turns as presenter/audience to deliver the presentation to each other and give feedback on the presentation and skills demonstrated.

Finally, a whole-group discussion could review the activities and create an informal 'guide' to researching and presenting.

**Suggested time:** about 3 hours.

**Activity: Research volunteering activities**

Learners conduct research to find:

- different public service organisations that offer volunteering activities in the community. Learners should look at a range of organisations, e.g. police, prison service and voluntary sector
- types of volunteering activity that have a positive impact on the local community
- what types of volunteering activities are available – learners need to know that it is not possible to volunteer at all public services, therefore their research into a range of public services is very important.

In groups, learners complete the research detailed above, review their findings and discuss the different volunteering organisations and activities available.

**Suggested time:** about 6 hours.

**Activity: Planning and preparing for a volunteering activity**

Once learners have identified an appropriate volunteering activity they need to start to prepare for it. This can be done in different ways but learners could:

- make contact with someone who works at the organisation to find out more information about their volunteering activity
- be aware of health and safety practices that may apply for their volunteering activity
- research the practical elements of their volunteering activity such as what to wear, start time etc.

Learners think about the factors to consider when taking part in a volunteering activity. They consider things like the appropriate skills they will need for the activity.

In groups, learners complete the research detailed above and review their findings and discuss these with their colleagues.

**Suggested time:** about 6 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to select a voluntary organisation in your local community and find out what they do and how their activities make a positive contribution to the community. You should then compile your findings into a presentation or report to inform others of the work the organisation undertakes and how it benefits the community.

You should now take part in a volunteering activity that will benefit your community. This could be with the voluntary group you investigated or a different one. You should approach the activity with a positive attitude, keeping a log of your experience.

Note: Work placement in a suitable charity or voluntary organisation may be used as evidence for achieving this unit

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Learners will investigate a different voluntary organisation and take part in an alternative volunteering activity.



# Unit PS12: Taking Part in Sport and Adventurous Activities

Level: 1

Unit type: **Sector (Public Services)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills of participation in sport and adventurous activities, with a particular focus on how these help when working in a public service.

## Unit introduction

Have you ever wondered why sport and adventurous activities are important to the public services? These activities make a real difference to how well people who work together do their jobs.

For example, the armed services consider taking part in sports and competitions to be an essential part of their role. Services such as these believe that sport and adventurous activities can help improve health and fitness and develop teamwork – both of which are needed on the job – and reduce stress. All of these can be extremely important when working in dangerous conditions.

In this unit, you will find out about the importance of sport and recreation to the public services. You will develop the physical, communication and teamwork skills that you need to take part in individual sports, team sports and adventurous activities. You will produce plans for taking part in different sports and activities. Finally, you will have the opportunity to participate in your planned sports and adventurous activities, and demonstrate your communication and teamwork skills. The skills that you develop will help you to work well with others in a team, and also to communicate in different situations.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan and take part in sport and adventurous activities
- B** Demonstrate effective communication and teamwork skills when taking part in sport and adventurous activities.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan and take part in sport and adventurous activities	<ul style="list-style-type: none"> <li>• Importance of sport and recreation to the public services</li> <li>• Types of sport and adventurous activity</li> <li>• Conducting research on participating in sport and adventurous activities</li> <li>• Factors to consider when planning activities</li> <li>• Skills needed to participate in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for participation in individual sport, team sport and adventurous activities, identifying the skills needed to participate.</li> <li>• Tutors observe the process of participation in sport and adventurous activities and provide assigned observation record/witness statement.</li> </ul>
<b>B</b> Demonstrate effective communication and teamwork skills when taking part in sport and adventurous activities		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Planning participation in sport and recreation activities</li> <li>• Participating in individual sport activities</li> <li>• Participating in team sport activities</li> <li>• Participating in adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of sports</li> <li>• Protocols of adventurous activities</li> <li>• Types of sport and adventurous activity used by public service employees</li> <li>• How to plan activities</li> <li>• Technical and mental skills for participating in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Read relevant case studies and documents containing information related to rules of sports and adventurous activities.</li> <li>• Write clearly and coherently, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Importance of sport and recreation to the public services

The benefits of sport and recreation activities on staff productivity:

- enhanced productivity, e.g. reduced staff illness and absenteeism, improved health and fitness, improved psychological wellbeing
- team cohesion, e.g. building team trust and reliance on each other
- improved staff loyalty and morale, e.g. employees are motivated by the healthy approach to work and by their employer's investment in them as individuals.

#### Types of sport and adventurous activity

- Types of team sport, e.g. football, hockey, netball, basketball, rugby, cricket, volleyball.
- Types of individual sport, e.g. running, cycling, swimming, tennis, badminton, triathlon.
- Types of adventurous activity, e.g. walking, climbing, water sports.

#### Conducting research on participating in sport and adventurous activities

- Personal conduct required when participating in sport and adventurous activities, e.g. positive attitude, team player in team sports, safe behaviour.

#### Factors to consider when planning activities

- Needs of participants and aims of sessions:
  - identifying and planning for participant needs
  - aims, e.g. fun, education, skill development
  - planning personal improvement for participation.
- Access to appropriate activities, e.g. location, timing of activities, costs, participant ability.
- Personal safety equipment, e.g. helmets, shin pads, gumshields.
- Care of self, protection from personal injury.
- Understanding the rules for participation in team sports.
- Understanding the rules for participation in individual sports.

#### Skills needed to participate in sport and adventurous activities

- Skills needed to participate in individual sporting activities, e.g. resilience, determination, organisation, self-esteem, personal development.
- Skills needed to participate in competitive play in a controlled environment, e.g. playing by the rules, respecting others, communication, tolerance, resilience.
- Skills needed when participating in adventurous activities, e.g. perseverance, motivation, adaptability.
- Skills acquisition.
- Practical skills, abilities and techniques used when participating in different types of sport and recreation activity.

#### Transferable skills

- Communication: specific to sport and recreation activity, e.g. non-verbal communication, speaking clearly, providing instruction to team mates, listening, discussing plans.
- Teamwork: working together to participate in sport and adventurous activities, working individually to contribute to the team activity, respecting others' roles when working in the team.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan and take part in sport and adventurous activities</b>		
<b>A.P1</b> Produce outline plans, identifying skills needed for participation in individual sport, team sport and adventurous activities.	<b>A.M1</b> Produce detailed plans, describing the skills needed for participation in individual sport, team sport and adventurous activities.	<b>A.D1</b> Produce detailed and accurate plans, explaining the skills needed for participation in individual sport, team sport and adventurous activities.
<b>A.P2</b> Use appropriate physical skills when participating in planned individual sport, team sport and adventurous activities.	<b>A.M2</b> Use effective physical skills when participating in planned individual sport, team sport and adventurous activities.	<b>A.D2</b> Use confident physical skills when participating in planned individual sport, team sport and adventurous activities.
<b>Learning aim B: Demonstrate effective communication and teamwork skills when taking part in sport and adventurous activities</b>		
<b>B.P3</b> Demonstrate appropriate communication and teamwork skills when participating in individual sport, team sport and adventurous activities.	<b>B.M3</b> Demonstrate effective communication and teamwork skills when participating in individual sport, team sport and adventurous activities.	<b>B.D3</b> Demonstrate confident teamwork and communication skills when participating in individual sport, team sport and adventurous activities.

## Essential information for tutors

### Essential information for assessment decisions

Learners will plan one individual sport or adventurous activity and one team sport or adventurous activity that are realistic within the facility and equipment confines of the centre. Learners must be given the opportunity to participate in two individual and two team sport or adventurous activities. It is important that learners are in small enough groups to allow the assessor to fully assess each individual's participation in the sport and adventurous activities, as they must ensure that all criteria have been addressed by each individual learner.

#### **For distinction standard**, learners:

- produce detailed and accurate plans for individual and team sports or adventurous activities that include accurate information in relation to the aims and structure of the activities, and detailed and accurate information on the rules and protocols to be followed when participating in the sports or adventurous activities. Plans will include an explanation of the skills needed to participate effectively in the chosen individual and team sports or adventurous activities, and will effectively meet the needs of learners
- participate in sport and recreation activities, demonstrating confident use of physical skills, e.g. techniques and abilities are used to successfully achieve a planned goal or outcome
- demonstrate the confident use of teamwork and communication skills by taking responsibility for their own actions and some whole-team actions, demonstrating confidence in their actions, communications and decision making. Learners effectively collaborate with others and support their team mates to achieve individual and team goals as efficiently as possible
- communicate confidently with individual team members and the whole team, using a range of communication skills and styles to encourage teamwork, including listening and use of appropriate language at the correct time, relevant to the activity and audience. Learners use positive body language effectively to influence team mates in a positive way.

#### **For merit standard**, learners:

- produce detailed plans for individual and team sports or adventurous activities that include detailed information in relation to the aims and structure of the activities, and the rules and protocols to be followed when participating in the sports or adventurous activities. Plans will include a description of the skills needed to participate effectively in the chosen individual and team sports or adventurous activities, and will meet the needs of learners
- participate in sport and recreation activities, demonstrating effective use of physical skills, e.g. techniques and abilities are used to generally achieve a planned goal or outcome
- demonstrate the use of a range of teamwork and communication skills by taking responsibility for their own actions and demonstrating collaboration with others. Learners support their team to achieve set activities and treat their team mates with respect
- communicate effectively with individual team members and the whole team, using relevant communication skills and styles, including listening and use of appropriate language that is relevant to the activity and the audience. Learners use body language that is positive and wholly appropriate when participating in activities.

**For pass standard**, learners:

- produce outline plans for individual and team sports or adventurous activities that include information in relation to the aims and structure of the activities, and the rules and protocols to be followed when participating in the sports or adventurous activities. Plans will identify the skills needed to participate in the chosen individual and team sports or adventurous activities, and will meet the needs of learners
- participate in sport and recreation activities, demonstrating appropriate use of physical skills, e.g. techniques and abilities are used to achieve some planned goals or outcomes
- communicate with other team members and the whole team, using some different communication skills. Learners use communication and body language that is generally appropriate and relevant to the situation(s) and is likely to improve own participation in teamwork activities.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners begin by examining the range of sport and adventurous activities that are used by public services, investigating the rules and protocols for them. Learners may be given case studies or leaflets showing how public service employees are encouraged to use these activities to improve performance, e.g. to relieve stress or for team building.

Tutors may use video footage of participation in sport and adventurous activities that learners can relate to. Tutors may also invite a guest speaker from a public service to discuss how they use sport and adventurous activities.

In groups, learners read the cases studies and leaflets, identifying the skills needed to plan and participate in individual and team sports, and adventurous activities.

**Suggested time:** about 3 hours.

### Activity: Researching sports and adventurous activities

Learners investigate the range of sports and adventurous activities that can be used by public services. Through research and paper-based activities, learners will establish the rules and protocols for the activities, as well as the resources that they would need.

Tutors facilitate a review of the activities to allow learners to establish which would be most suitable for the practical sessions to follow, based on availability of resources, locality and other determining factors, e.g. time of year, weather, time available.

In groups, learners decide on which individual and group sports, and adventurous activities, will be used for the practical assessments.

**Suggested time:** about 6 hours.

### Activity: Taking part in individual sport(s)

Tutors provide appropriate resources, including equipment and space for participation in a range of individual sports.

Offer a range of individual sports, ensuring that learners actively participate and have the opportunity to practise following the rules and protocols for each. Monitor learners' participation and ensure health and safety protocols are known and maintained throughout practical activities.

Learners reflect on their participation and the skills required for different individual sports at the end of the sessions.

**Suggested time:** about 8 hours.

### Activity: Taking part in team sport(s)

Tutors provide appropriate resources, including equipment and space for participation in a range of team sports.

Learners actively participate in a range of team sports, ensuring that they practise following the rules and protocols for each. Monitor learners' participation and ensure health and safety protocols are known and maintained throughout the practical activities.

Learners reflect on their participation and the practical, communication and teamwork skills required for different team sports at the end of the sessions.

**Suggested time:** about 8 hours.

**Activity: Taking part in adventurous activities**

Tutors provide appropriate resources, including equipment and space for participation in a range of realistic adventurous activities (considering the feasible availability of resources, equipment and time).

Learners actively participate in a range of adventurous activities, ensuring that they practise the skills and follow the rules and protocols for each. Monitor learners' participation and ensure health and safety protocols are known and maintained throughout the practical activities.

Learners reflect on their participation and the practical, communication and teamwork skills required for different adventurous activities at the end of the session to support review.

**Suggested time:** about 6 hours.

**Activity: Producing plans**

Learners practise producing plans for individual and team sports, and adventurous activities, identifying the skills and resources required and establishing the rules and protocols. They should consider the factors that impact on session planning, e.g. needs of the participants and aims of the sessions.

Tutors may provide a template for the planning activity to provide guidance to learners, ensuring that they considered everything that they needed to include in the planning.

**Suggested time:** about 4 hours.



## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

As part of your public services course, you are going to assist in a local school, working with a group of young people who want to follow a career in the public services. The teacher of the group has asked you to prepare a plan that explains the skills that the group will need in order to participate in an individual sport, a team sport and any adventurous activities. Once this plan has been produced, you decide to participate in a 5 km run as an individual sport, and also in five-a-side football competition as a group activity. When participating, use appropriate physical skills alongside teamwork and communication skills.

### **If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, the teacher of the group has asked you to prepare a plan that explains the skills that the group will need to participate in an alternative individual sport, a team sport and any adventurous activities. Once this plan has been produced, you decide to participate in a badminton competition as an individual sport, and also in a sponsored walk as a group activity. When participating, you must use appropriate physical skills alongside teamwork and communication skills.



## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in two sizes, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. Both sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

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

### What resources are required to deliver these qualifications?

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

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

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

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

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

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

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

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

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

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

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

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

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.



## Forms of evidence

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

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

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

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

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

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

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

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

# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.



## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Diploma may be eligible to achieve a Certificate in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 January 2017.

Certificate		Diploma	
180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold
Certificate	0	U	0
P	36	PP	72
		MP	96
M	60	MM	120
		DM	158
D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from January 2017

**Example 1: Achievement of a Certificate with a D grade**

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 2: Achievement of a Certificate with a P grade**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 3: A Certificate graded Unclassified**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 4: A Diploma graded Unclassified**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 5: Achievement of a Diploma with a DD grade**

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 6: Achievement of a Diploma with a PP grade**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade



## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Introductory qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Coherent	Logically consistent.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Insightful	Being perceptive and discerning.
Outline	Learner work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

<b>Term</b>	<b>Definition</b>
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.




Pearson BTEC Level 1 Introductory Certificate in Public Services

Pearson BTEC Level 1 Introductory Diploma in Public Services

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