

Qualification specification

**NCFE Level 1 Diploma to the Uniformed
Services
QN: 601/2457/X**

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v4.0	April 2018	<p>Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit.</p> <p>Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.</p>
v6.1	November 2019	<p>Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13).</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 4 (page 67).</p>
v6.2	September 2020	Distinction grading descriptor information for Unit 1, Assessment Criteria 5.1 updated (page 22).
v6.3	April 2021	<p>NCFE contact information and website links updated.</p> <p>Performance descriptions amended in the Presenting evidence section (page 60).</p>
v6.4	May 2021	Further information added on the clarification of grading in the Grading internally assessed units section.
v6.5	January 2022	Paragraph added in regarding External quality assurance for graded qualifications .
v6.6	June 2022	<p>Information added to the Entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the Support for centres section about how to access support handbooks.</p> <p>Further information added to the How the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
v6.7	November 2022	Unnecessary information deleted from Section 3 and 4.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Diploma for Entry to the Uniformed Services.

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

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

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	601/2457/X
Aim reference	6012457X
Total Qualification Time (TQT)	370
Guided Learning Hours (GLH)	325
Credit value	37
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2457/X.

For the purposes of this qualification, 'uniformed services' is defined as Army, Navy, RAF, Police, Fire and Prison Service. This definition includes any sub-specialisms of these professions but is not intended to provide training in these sub-specialisms, as it is expected that such training will be given to learners upon entering their chosen profession. Although the qualification can be used as introductory preparation for entry to the 6 professions listed above, centres are under no obligation to offer all 6, and the decision as to the range of choices to be offered is to be left to the discretion of centres with regard to available resources and facilities.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed to provide informed and prepared potential recruits. It will enable learners to prepare to make a recruitment application or provide a basis for further study and progression towards the entry qualification of a specific service.

This qualification will:

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

Qualification objectives

The objectives of this qualification are to provide learners with:

- an understanding of the uniformed public services sector
 - the opportunity to investigate career opportunities in the uniformed services
 - the opportunity to investigate volunteering roles and the transferable workplace skills volunteering can provide
 - the ability to prepare for a recruitment interview
 - an understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role
 - the opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, eg team work, communication, self-discipline, time management, navigation and drill.
-

Achieving this qualification

To be awarded the Level 1 Diploma for Entry to the Uniformed Services, learners are required to successfully achieve a minimum of **37 credits**:

- **29 credits** from the 5 mandatory units in Group A
- a minimum of **8 credits** (2 units) from the optional units in Group B.

Group A mandatory units

Unit number	Unit title	Graded
Unit 01	Investigate employment opportunities in the uniformed services	Yes
Unit 02	Well-being and physical fitness for the uniformed services	Yes
Unit 03	Team working skills in the uniformed services	Yes
Unit 04	Developing self-discipline for the uniformed services	Yes
Unit 05	Health and safety in the uniformed services	Yes

Group B optional units

Unit number	Unit title	Graded
Unit 06	Carry out map reading and navigation	Yes
Unit 07	Participate in competitive sport	Yes
Unit 08	Participate in an adventurous activity	Yes
Unit 09	Explore volunteering and volunteering opportunities	Yes

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

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1 Diploma for Entry to the Uniformed Services, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

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

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

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for adult learners interested in a career in the uniformed services, and for those between 14 and 16 years old as part of an initial vocational training programme to develop their knowledge so they can progress to further learning in a range of sectors.

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Diploma for Entry to the Uniformed Services
- Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)
- Level 2 Certificate in Outdoor Activity Leadership
- Level 2 Award in the Principles of Coaching Sport
- Level 2 Certificate in Fitness Instructing
- Level 2 Certificate in Providing Security Services.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

This is a very diverse qualification and it is likely that different people will work with different units. Those meeting the requirements for any one of the following could deliver certain aspects:

- employment skills
- exercise studies
- sports coaching
- activity leadership
- outdoor industry.

Assessors and internal quality assurance

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

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Evidence and Grading Tracker

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

Support for centres

Support handbook

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

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

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

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

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- National Careers Service: www.nationalcareers.service.gov.uk/job-categories/emergency-and-uniform-services
- Army: <https://www.army.mod.uk/>
- Royal Navy: www.royalnavy.mod.uk/
- Royal Air Force: www.raf.mod.uk/
- Fire Service: www.fireservice.co.uk/
- Police: www.joiningthepolice.co.uk/
- Prison Service: www.justice.gov.uk/about/hmps
- Health and Safety Executive: www.hse.gov.uk/
- NHS Choices – Live Well (well-being info): www.nhs.uk/livewell/Pages/Livewellhub.aspx

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

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

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

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found in Section 2 of this Qualification Specification.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- grading descriptors/achievement descriptors and explanations
- assessment guidance.

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

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

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141)

Unit summary	This unit will help learners to gain an insight into employment opportunities within the uniformed services. Learners will know the standard requirements for entry and the main stages of the recruitment process. Learners will also be given the opportunity to develop their interview skills.
Credit value	5
Guided learning hours	45
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know about different jobs within the uniformed services

The learner can:

- 1.1 Identify types of jobs in the uniformed services
- 1.2 List the main purposes of the jobs
- 1.3 List the main skills and qualifications required for the jobs

Learning outcome 2

The learner will:

- 2 Be able to identify a uniformed service job role to suit own interests

The learner can:

- 2.1 Identify a job role in the uniformed services that would suit own circumstances and interests
- 2.2 Compare own personal abilities, achievements, experience and skills against those required for the job
- 2.3 Identify ways to obtain any additional skills and qualifications required for the job

Learning outcome 3

The learner will:

- 3 Be able to prepare to apply for a chosen job in a uniformed service

The learner can:

- 3.1 Prepare key personal information needed to apply for a job role
- 3.2 Describe the main stages in a uniformed services recruitment process
- 3.3 Identify ways in which to prepare for an interview
- 3.4 Outline why it is important to prepare for an interview

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to conduct self in an interview situation

The learner can:

- 4.1 Demonstrate in an interview situation appropriate:
- punctuality
 - use of language
 - response to questions
 - use of questions.

Learning outcome 5

The learner will:

- 5 Be able to review own performance following an interview situation

The learner can:

- 5.1 Review own performance following an interview situation

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141) (cont'd)**Assessment Guidance**

1.1–1.3 Learners must produce evidence relating to a minimum of 2 uniformed services and 2 different job roles.

2.1–2.3 In choosing a job, the learner must state how the job is appropriate and realistic to their own circumstances. Learners could create a 'skills profile' to cover 2.2 and 2.3.

3.3 For example: research the organisation and position applied, potential questions from the interviewer, questions to ask the interviewer, appropriate dress code, etc.

4.1 Learners are not expected to attend a real job interview. A simulated interview situation is acceptable for this assessment criterion. Assessors must make the simulated interview as realistic as possible for the learner.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify types of jobs in the uniformed services	Learners can identify a limited range of types of jobs in the uniformed services	Learners can identify a range of types of jobs in the uniformed services	Learners can identify a wide range of types of jobs in the uniformed services
1.2 List the main purposes of the jobs	Learners can give a basic list of the main purposes of the jobs	Learners can give a suitable list of the main purposes of the jobs	Learners can give a realistic list of the main purposes of the jobs
1.3 List the main skills and qualifications required for the jobs	Learners can give a basic list of the main skills and qualifications required for the jobs	Learners can give a suitable list of the main skills and qualifications required for the jobs	Learners can give a realistic list of the main skills and qualifications required for the jobs
2.1 Identify a job role in the uniformed services that would suit own circumstances and interests	Learners can identify a job role of interest within a uniformed service that would suit own circumstances and interests	Learners can identify a job role of interest within a uniformed service that would suit own circumstances and interests, giving reasons for their choice	No Distinction for this AC
2.2 Compare own personal abilities, achievements, experience and skills against those required for the job	Learners can give a basic comparison of own personal abilities, achievements, experience and skills against those required for the job	Learners can clearly compare own personal abilities, achievements, experience and skills against those required for the job	Learners can give a detailed comparison of own personal abilities, achievements, experience and skills against those required for the job

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Identify ways to obtain any additional skills and qualifications required for the job	Learners can identify a limited range of ways to obtain any additional skills and qualifications required for the job	Learners can identify a range of ways to obtain any additional skills and qualifications required for the job	No Distinction for this AC
3.1 Prepare key personal information needed to apply for a job role	Learners can prepare basic key personal information needed to apply for a job role	Learners can clearly prepare key personal information needed to apply for a job role.	Learners can prepare in detail key personal information needed to apply for a job role
3.2 Describe the main stages in a uniformed services recruitment process	Learners can give a basic description of the main stages in a uniformed services recruitment process	Learners can give a clear description of the main stages in a uniformed services recruitment process	Learners can give a detailed description of the main stages in a uniformed services recruitment process
3.3 Identify ways in which to prepare for an interview	Learners can identify a limited range of ways in which to prepare for an interview	Learners can identify a range of ways in which to prepare for an interview	Learners can identify a wide range of ways in which to prepare for an interview
3.4 Outline why it is important to prepare for an interview	Learners can give a basic outline of why it is important to prepare for an interview	Learners can clearly outline why it is important to prepare for an interview	Learners can give a well-structured outline of why it is important to prepare for an interview

Unit 01 Investigate employment opportunities in the uniformed services (D/505/9141) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Demonstrate in an interview situation appropriate: <ul style="list-style-type: none"> • punctuality • use of language • response to questions • use of questions 	Learners can demonstrate the skills required in an interview situation	Learners can confidently demonstrate the skills required in an interview	Learners can effectively demonstrate the skills required in an interview situation
5.1 Review own performance following an interview situation	Learners can give a basic review of own performance following an interview situation	Learners can clearly and confidently review own performance following an interview situation	Learners can give a detailed review of own performance following an interview situation

Unit 02 Well-being and physical fitness for the uniformed services (K/505/9143)

Unit summary	In this unit, learners will learn about the levels of physical fitness required by a uniformed service. Learners will assess their own fitness and understand how to undertake exercise safely. Learners will also investigate factors that affect personal health and well-being and ways to improve their own health and well-being.
Credit value	7
Guided learning hours	60
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know how to prepare to exercise safely

The learner can:

- 1.1 Identify different warm up and cool down activities
- 1.2 List the benefits of warm up and cool down activities
- 1.3 Identify the purpose of different types of exercise activities
- 1.4 Identify the equipment and kit to be used for different types of exercise activities
- 1.5 Give examples of how to exercise safely

Learning outcome 2

The learner will:

- 2 Be able to take part in exercise activities safely

The learner can:

- 2.1 Demonstrate different warm up and cool down exercises
- 2.2 Use equipment in a safe manner during exercise activities
- 2.3 Use correct footwear and kit during exercise activities

Unit 02 Well-being and physical fitness for the uniformed services (K/505/9143) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to establish own level of personal fitness

The learner can:

- 3.1 Identify achievement levels required in fitness tests for a uniformed service
- 3.2 Perform fitness tests to identify current levels of fitness
- 3.3 Compare results of fitness tests against achievement levels required for a uniformed service

Learning outcome 4

The learner will:

- 4 Understand ways to improve personal health and well-being

The learner can:

- 4.1 Identify factors that can affect health and well-being
- 4.2 Identify the features and benefits of a healthy lifestyle
- 4.3 List ways of improving personal health and well-being
- 4.4 Produce a plan to improve well-being and physical fitness

Unit 02 Well-being and physical fitness for the uniformed services (K/505/9143) (cont'd)**Assessment Guidance**

2.2 Safe manner could include ensuring the equipment is: serviceable and safe to use, set up properly, secured properly, taken down properly, checked for any damage, stored safely and securely.

2.3 The correct footwear and kit will depend on whether the activity is indoors or outdoors and the type of activity.

3.1–3.3 On identifying the fitness achievement levels required for their chosen service, the learner must perform fitness tests relevant to those required for the service to enable comparison. Fitness tests could be related to speed, stamina or strength.

4.1 Factors to be considered could be alcohol use/misuse, smoking, substance use/misuse, personal hygiene, diet, unsafe sex, exercise, influences from family and/or peers.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 02 Well-being and physical fitness for the uniformed services (K/505/9143) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Identify different warm up and cool down activities	Learners can identify a limited range of warm up and cool down activities	Learners can identify a range of warm up and cool down activities	Learners can identify a wide range of warm up and cool down activities
1.2 List the benefits of warm up and cool down activities	Learners can list a limited range of the benefits of warm up and cool down activities	Learners can list a range of the benefits of warm up and cool down activities	Learners can list a wide range of the benefits of warm up and cool down activities
1.3 Identify the purpose of different types of exercise activities	Learners can identify a limited range of purposes for different types of exercise activities	Learners can identify a range of purposes for different types of exercise activities	No Distinction for this AC
1.4 Identify the equipment and kit to be used for different types of exercise activities	Learners can identify a limited range of equipment and kit to be used for different types of exercise activities	Learners can identify a range of equipment and kit to be used for different types of exercise activities	No Distinction for this AC
1.5 Give examples of how to exercise safely	Learners can give a limited range of examples of how to exercise safely	Learners can give a range of examples of how to exercise safely	Learners can give a wide range of examples of how to exercise safely
2.1 Demonstrate different warm up and cool down exercises	Learners can demonstrate different warm up and cool down exercises	Learners can confidently demonstrate different warm up and cool down exercises	Learners can effectively and fluently demonstrate different warm up and cool down exercises
2.2 Use equipment in a safe manner during exercise activities	Learners can use equipment in a safe manner during exercise activities	No Merit for this AC	No Distinction for this AC
2.3 Use correct footwear and kit during exercise activities	Learners can use correct footwear and kit during exercise activities	No Merit for this AC	No Distinction for this AC

Unit 02 Well-being and physical fitness for the uniformed services (K/505/9143) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Identify achievement levels required in fitness tests for a uniformed service	Learners can identify achievement levels required in fitness tests for a uniformed service	Learners can clearly identify achievement levels required in fitness tests for a uniformed service	No Distinction for this AC
3.2 Perform fitness tests to identify current levels of fitness	Learners can perform fitness tests to compare current levels of fitness against those required for a uniformed service	No Merit for this AC	No Distinction for this AC
3.3 Compare results of fitness tests against achievement levels required for a uniformed service	Learners can give a basic comparison of the results of fitness tests against achievement levels required for a uniformed service	Learners can clearly compare the results of fitness tests against achievement levels required for a uniformed service	Learners can give a detailed comparison of the results of fitness tests against achievement levels required for a uniformed service
4.1 Identify factors that can affect health and well-being	Learners can identify a limited range of factors that can affect health and well-being	Learners can identify a range of factors that can affect health and well-being	Learners can identify a wide range of factors that can affect health and well-being
4.2 Identify the features and benefits of a healthy lifestyle	Learners can identify a limited range of the features and benefits of a healthy lifestyle	Learners can identify a range of the features and benefits of a healthy lifestyle	Learners can identify a wide range of the features and benefits of a healthy lifestyle
4.3 List ways of improving personal health and well-being	Learners can list a limited range of ways of improving personal health and well-being	Learners can list a range of ways of improving personal health and well-being	Learners can list a wide range of ways of improving personal health and well-being
4.4 Produce a plan to improve well-being and physical fitness	Learners can produce a basic plan to improve well-being and physical fitness	Learners can produce a clear plan to improve well-being and physical fitness	Learners can produce a detailed plan to improve well-being and physical fitness

Unit 03 Team working skills in the uniformed services (M/505/9144)

Unit summary	In this unit, learners will learn about the benefits and requirements of team working. Learners will investigate how to plan effectively for team work and how to develop their own role within a team. Learners will be able to use basic foot drill within a team situation.
Credit value	7
Guided learning hours	60
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Understand team working skills in the uniformed services

The learner can:

- 1.1 Explain the importance of planning in team work
- 1.2 Identify the characteristics of effective and ineffective teams
- 1.3 List why team working is important in the uniformed services

Learning outcome 2

The learner will:

- 2 Be able to take part in a team activity

The learner can:

- 2.1 Identify with others a team activity to be undertaken
- 2.2 Identify own role and responsibilities within the team
- 2.3 Participate in the team activity
- 2.4 Maintain relationships within the team
- 2.5 Participate in a review of the activity
- 2.6 Produce an action plan to enhance own team working skills

Learning outcome 3

The learner will:

- 3 Be able to use basic foot drill within a team

The learner can:

- 3.1 Identify the aims of drill
- 3.2 Follow basic drill commands
- 3.3 Perform basic drill movements

Unit 03 Team working skills in the uniformed services (M/505/9144) (cont'd)**Assessment Guidance**

2.3–2.5 Learners could consider the outcome of the activity, the strengths and weaknesses of the team, the roles and responsibilities within the team, and the team work skills of the participants.

3.1 For example: provides a basis for team work, facilitates orderly movements of large groups, increases group discipline.

3.2 The drill commands must include: 'attention', 'stand at ease', 'stand easy', 'dressing by the right', 'eyes front', 'left turn', 'right turn', 'open order', 'close order', 'fall in', 'fall out'.

3.3 The movements are attention, at ease, right dress, eyes front, left turn, right turn, open order, close order, fall in, fall out, timings.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 03 Team working skills in the uniformed services (M/505/9144) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Explain the importance of planning in team work	The learner can give a basic explanation of the importance of planning in team work	The learner can clearly explain the importance of planning in team work	The learner can give a well-structured explanation of the importance of planning in team work
1.2 Identify the characteristics of effective and ineffective teams	The learner can identify a limited range of the characteristics of effective and ineffective teams	The learner can identify a range of the characteristics of effective and ineffective teams	The learner can identify a wide range of the characteristics of effective and ineffective teams
1.3 List why team working is important in the uniformed services	The learner can list a limited range of reasons why team working is important in the uniformed services	The learner can list a range of reasons why team working is important in the uniformed services	The learner can list a wide range of reasons why team working is important in the uniformed services
2.1 Identify with others a team activity to be undertaken	The learner can identify with others a team activity to be undertaken	The learner can actively identify with others a team activity to be undertaken	No Distinction for this AC
2.2 Identify own role and responsibilities within the team	The learner can identify own role and responsibilities within the team	The learner can clearly identify own role and responsibilities within the team	No Distinction for this AC
2.3 Participate in the team activity	The learner can participate in the team activity	The learner can confidently participate in the team activity	The learner can effectively participate in the team activity

Unit 03 Team working skills in the uniformed services (M/505/9144) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Maintain relationships within the team	The learner can maintain relationships within the team	The learner can confidently maintain relationships within the team	The learner can effectively maintain relationships within the team
2.5 Participate in a review of the activity	The learner can participate in a review of the activity	The learner can confidently participate in a review of the activity	The learner can effectively participate in a review of the activity
2.6 Produce an action plan to enhance own team working skills	The learner can create a basic action plan to enhance own team working skills	The learner can create a clear action plan to enhance own team working skills	The learner can create a detailed action plan to enhance own team working skills
3.1 Identify the aims of drill	The learner can identify a limited range of the aims of drill	The learner can identify a range of the aims of drill	No Distinction for this AC
3.2 Follow basic drill commands	The learner can follow basic drill commands	The learner can confidently follow basic drill commands	The learner can fluently follow basic drill commands
3.3 Perform basic drill movements	The learner can perform basic drill movements	The learner can confidently perform basic drill movements	The learner can fluently perform basic drill movements

Unit 04 Developing self-discipline for the uniformed services (A/505/9146)

Unit summary	This unit will allow learners to explore issues of self-management and discipline in relation to participation within the uniformed services. They will learn the importance of discipline and the effects of a lack of discipline. Learners will become familiar with techniques for effective time management and understand its importance.
Credit value	5
Guided learning hours	45
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Understand self-discipline

The learner can:

- 1.1 Outline what is meant by self-discipline
- 1.2 Give examples of ways to use self-discipline in everyday life
- 1.3 List the effects a lack of self-discipline can have on self and others
- 1.4 Outline the importance of self-discipline within the uniformed services

Learning outcome 2

The learner will:

- 2 Understand methods of effective time management

The learner can:

- 2.1 Outline the importance of effective time management
- 2.2 Give examples of poor time management
- 2.3 Give examples of good time management
- 2.4 Identify ways of improving time management
- 2.5 Produce a plan to complete an activity within a specified time
- 2.6 Outline the importance of time management within the uniformed services

Unit 04 Developing self-discipline for the uniformed services (A/505/9146) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to assess own self-discipline and time management skills

The learner can:

- 3.1 Identify own strengths and weaknesses in self-discipline and time management
3.2 Produce an action plan for own development of self-discipline and time management

Assessment Guidance

1.4 For example: impact on role or job within uniformed service such as daily regime, time keeping, conforming to the rules and regulations relevant to the uniformed service.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

Unit 04 Developing self-discipline for the uniformed services (A/505/9146) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Outline what is meant by self-discipline	Learners can give a basic outline of what is meant by self-discipline	Learners can clearly outline what is meant by self-discipline	No Distinction for this AC
1.2 Give examples of ways to use self-discipline in everyday life	Learners can give a limited range of examples of ways to use self-discipline in everyday life	Learners can give a range of examples of ways to use self-discipline in everyday life	Learners can give a wide range of examples of ways to use self-discipline in everyday life
1.3 List the effects a lack of self-discipline can have on self and others	Learners can give a basic list of the effects a lack of self-discipline can have on self and others	Learners can list a range of the effects a lack of self-discipline can have on self and others	Learners can list a wide range of the effects a lack of self-discipline can have on self and others
1.4 Outline the importance of self-discipline within the uniformed services	Learners can give a basic outline of the importance of self-discipline within the uniformed services	Learners can clearly outline the importance of self-discipline within the uniformed services	Learners can give a well-structured outline of the importance of self-discipline within the uniformed services
2.1 Outline the importance of effective time management	Learners can give a basic outline of the importance of effective time management	Learners can clearly outline the importance of effective time management	Learners can give a well-structured outline of the importance of effective time management
2.2 Give examples of poor time management	Learners can give a limited range of examples of poor time management	Learners can give a range of examples of poor time management	No Distinction for this AC

Unit 04 Developing self-discipline for the uniformed services (A/505/9146) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Give examples of good time management	Learners can give a limited range of examples of good time management	Learners can give a range of examples of good time management	No Distinction for this AC
2.4 Identify ways of improving time management	Learners can identify ways of improving time management	Learners can clearly identify ways of improving time management	No Distinction for this AC
2.5 Produce a plan to complete an activity within a specified time	Learners can produce a basic plan to complete an activity within a specified time	Learners can produce a clear plan to complete an activity within a specified time	Learners can produce a detailed plan to complete an activity within a specified time
2.6 Outline the importance of time management within the uniformed services	Learners can give a basic outline of the importance of time management within the uniformed services	Learners can clearly outline the importance of time management within the uniformed services	Learners can give a well-structured outline of the importance of time management within the uniformed services
3.1 Identify own strengths and weaknesses in self-discipline and time management	Learners can identify own strengths and weaknesses in self-discipline and time management	Learners can clearly identify own strengths and weaknesses in self-discipline and time management	No Distinction for this AC
3.2 Produce an action plan for own development of self-discipline and time management	Learners can produce a basic action plan for own development of self-discipline and time management	Learners can produce a clear action plan for own development of self-discipline and time management	Learners can produce a detailed action plan for own development of self-discipline and time management

Unit 05 Health and safety in the uniformed services (F/505/9150)

Unit summary	In this unit, learners will gain knowledge of health and safety requirements and the risk assessment process. Learners will also look at accident prevention and reporting.
Credit value	5
Guided learning hours	45
Level	1
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know about health and safety requirements in the workplace

The learner can:

- 1.1 List current health and safety legislation
- 1.2 Identify the health and safety information that should be provided to an employee
- 1.3 Outline the responsibilities of employers and employees in relation to health and safety
- 1.4 Outline why it is important to follow health and safety requirements

Learning outcome 2

The learner will:

- 2 Know about risk and risk assessment

The learner can:

- 2.1 Define the terms 'hazard' and 'risk'
- 2.2 List the steps in the risk assessment process
- 2.3 Identify potentially hazardous situations in the uniformed services
- 2.4 Identify ways that risks are minimised in the uniformed services
- 2.5 Outline ways to report hazards
- 2.6 Outline why it's important to report the following in a uniformed services setting:
 - injuries
 - ill health
 - unsafe conditions
 - accidents.

Unit 05 Health and safety in the uniformed services (F/505/9150) (cont'd)**Learning outcome 3**

The learner will:

- 3 Know how to prevent and deal with accidents

The learner can:

- 3.1 Outline ways that accidents can be prevented
 3.2 List the steps to take in the event of an accident
 3.3 Outline how to report an accident to the emergency services

Assessment Guidance

1.1 This could be on a range of health and safety topics, eg general workplace requirements, accident reporting, using equipment, working at height, noise, hazardous substances, moving and handling, etc.

1.2–1.4 As required under current legislation.

2.1–2.2 See the Health and Safety Executive website link in Section 1 for information on Risk Assessment.

3.1–3.3 Evidence could be based on case studies or scenarios provided to learners. Current health and safety requirements on reporting accidents in the workplace could also be covered.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

Unit 05 Health and safety in the uniformed services (F/505/9150) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 List current health and safety legislation	Learners can give a basic list of current health and safety legislation	Learners can list a range of current health and safety legislation	No Distinction for this AC
1.2 Identify the health and safety information that should be provided to an employee	Learners can identify a limited range of the health and safety information that should be provided to an employee	Learners can identify a range of the health and safety information that should be provided to an employee	Learners can identify a wide range of the health and safety information that should be provided to an employee
1.3 Outline the responsibilities of employers and employees in relation to health and safety	Learners can give a basic outline of the responsibilities of employers and employees in relation to health and safety	Learners can clearly outline the responsibilities of employers and employees in relation to health and safety	Learners can give a well-structured outline of the responsibilities of employers and employees in relation to health and safety
1.4 Outline why it is important to follow health and safety requirements	Learners can give a basic outline of why it is important to follow health and safety requirements	Learners can clearly outline why it is important to follow health and safety requirements	Learners can give a well-structured outline of why it is important to follow health and safety requirements
2.1 Define the terms ‘hazard’ and ‘risk’	Learners can give a basic definition of the terms ‘hazard’ and ‘risk’	Learners can clearly define the terms ‘hazard’ and ‘risk’	No Distinction for this AC
2.2 List the steps in the risk assessment process	Learners can list the steps in the risk assessment process	No Merit for this AC	No Distinction for this AC
2.3 Identify potentially hazardous situations in the uniformed services	Learners can identify a limited range of potentially hazardous situations in the uniformed services	Learners can identify a range of potentially hazardous situations in the uniformed services	Learners can identify a wide range of potentially hazardous situations in the uniformed services

Unit 05 Health and safety in the uniformed services (F/505/9150) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Identify ways that risks are minimised in the uniformed services	Learners can identify a limited range of ways that risks are minimised in the uniformed services	Learners can identify a range of ways that risks are minimised in the uniformed services	Learners can identify a wide range of ways that risks are minimised in the uniformed services
2.5 Outline ways to report hazards	Learners can give a basic outline of ways to report hazards	Learners can clearly outline ways to report hazards	Learners can give a well-structured outline of the ways to report hazards
2.6. Outline why it's important to report the following in a uniformed services setting: <ul style="list-style-type: none"> • injuries • ill health • unsafe conditions • accidents 	Learners can give a basic outline of why it's important to report the given list	Learners can clearly outline why it's important to report the given list	Learners can give a well-structured and realistic outline of why it's important to report the given list
3.1 Outline ways that accidents can be prevented	Learners can give a basic outline of the ways that accidents can be prevented	Learners can clearly outline ways that accidents can be prevented	No Distinction for this AC
3.2 List the steps to take in the event of an accident	Learners can give a basic list of the steps to take in the event of an accident	Learners can give a suitable list of the steps to take in the event of an accident	No Distinction for this AC
3.3 Outline how to report an accident to the emergency services	Learners can give a basic outline of how to report an accident to the emergency services	Learners can clearly outline how to report an accident to the emergency services	No Distinction for this AC

Unit 06 Carry out map reading and navigation (F/505/9147)

Unit summary	In this unit, learners will become familiar with the basic aspects of map reading and navigation. Learners will learn how to use a compass, route maps and grid references when undertaking orienteering exercises.
Credit value	6
Guided learning hours	50
Level	1
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know different types of maps and their uses

The learner can:

- 1.1 List different types of maps
- 1.2 Identify the purpose of different types of maps
- 1.3 Identify conventional symbols used on different types of maps
- 1.4 Outline the relationship between distances on the ground to that on a map
- 1.5 Outline how to use a 4 figure grid reference
- 1.6 Produce a map that others can use to locate a particular point of reference

Learning outcome 2

The learner will:

- 2 Know how to use a compass

The learner can:

- 2.1 Identify the parts of a compass
- 2.2 Identify the cardinal points
- 2.3 Use a compass to orientate a map

Learning outcome 3

The learner will:

- 3 Be able to use maps and compass to plan and navigate a route

The learner can:

- 3.1 Plan a route using map and compass
- 3.2 List safety measures for the planned route
- 3.3 Undertake the planned route using map and compass

Unit 06 Carry out map reading and navigation (F/505/9147) (cont'd)**Assessment Guidance**

1.3 Conventional symbols as indicated in the key on different types of maps. Symbols may be identified according to location, environment and the type of map used.

3.1, 3.3 The learners can work in groups or pairs when planning or undertaking the route. However, it will need to be established that the evidence presented is clearly attributable to the individual learner.

3.2 The measures may include: appropriate dress and footwear for the weather and location, use of footpaths or right of way, use of country and highway codes as reference in planning route activity.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 06 Carry out map reading and navigation (F/505/9147) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 List different types of maps	Learners can give a basic list of different types of maps	Learners can list a range of different types of maps	Learners can list a wide range of different types of maps
1.2 Identify the purpose of different types of maps	Learners can identify the purpose of a limited range of different types of maps	Learners can identify the purpose of a range of different types of maps	Learners can identify the purpose of a wide range of different types of maps
1.3 Identify conventional symbols used on different types of maps	Learners can identify a limited range of conventional symbols used on different types of maps	Learners can identify a range of conventional symbols used on different types of maps	Learners can identify a wide range of conventional symbols used on different types of maps
1.4 Outline the relationship between distances on the ground to that on a map	Learners can give a basic outline of the relationship between distances on the ground to that on a map	Learners can clearly outline the relationship between distances on the ground to that on a map	Learners can give a well-structured outline of the relationship between distances on the ground to that on a map
1.5 Outline how to use a 4 figure grid reference	Learners can give a basic outline of how to use a 4 figure grid reference	Learners can clearly outline how to use a 4 figure grid reference	No Distinction for this AC
1.6 Produce a map that others can use to locate a particular point of reference	Learners can produce a basic map that others can use to locate a particular point of reference	Learners can produce a clear map that others can use to locate a particular point of reference	Learners can produce a detailed map that others can use to locate a particular point of reference
2.1 Identify the parts of a compass	Learners can identify the parts of a compass	No Merit for this AC	No Distinction for this AC
2.2 Identify the cardinal points	Learners can identify the cardinal points	No Merit for this AC	No Distinction for this AC

Unit 06 Carry out map reading and navigation (F/505/9147) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Use a compass to orientate a map	Learners can use a compass to orientate a map	Learners can confidently use a compass to orientate a map	Learners can effectively use a compass to orientate a map
3.1 Plan a route using map and compass	Learners can plan a basic route using map and compass	Learners can plan a suitable route using map and compass	Learners can plan a detailed route using map and compass
3.2 List safety measures for the planned route	Learners can give a basic list of safety measures for the planned route	Learners can list a range of safety measures for the planned route	Learners can list a wide range of safety measures for the planned route
3.3 Undertake the planned route using map and compass	Learners can undertake the planned route using map and compass	Learners can confidently undertake the planned route using map and compass	Learners can effectively undertake the planned route using map and compass

Unit 07 Participate in competitive sport (R/505/9153)

Unit summary	In this unit, learners will participate in a competitive sport and gain an understanding of the rules and skills involved. They will learn the importance of working with others in sporting activities.
Credit value	5
Guided learning hours	45
Level	1
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know about competitive sports

The learner can:

- 1.1 List different types of individual and team competitive sports
- 1.2 Outline the rules and skills involved in a competitive sport
- 1.3 Outline personal qualities in relation to the chosen competitive sport

Learning outcome 2

The learner will:

- 2 Be able to participate in competitive sport

The learner can:

- 2.1 Participate in an individual competitive sport
- 2.2 Participate in a team competitive sport
- 2.3 Demonstrate the ability to work with others in competitive sports
- 2.4 Review own participation in individual and team competitive sports

Unit 07 Participate in competitive sport (R/505/9153) (cont'd)

Assessment Guidance
1.3 The personal qualities can include: being responsible, prepared, motivated, respectful, persistent, fair, adaptable, seeking to improve.
Evidence
<p>A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.</p> <p>For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.</p> <p>If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.</p>

Unit 07 Participate in competitive sport (R/505/9153) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 List different types of individual and team competitive sports	Learners can give a basic list of different types of individual and team competitive sports	Learners can list a range of different types of individual and team competitive sports	Learners can list a wide range of different types of individual and team competitive sports
1.2 Outline the rules and skills involved in a competitive sport	Learners can give a basic outline of the rules and skills involved in a competitive sport	Learners can clearly outline the rules and skills involved in a competitive sport	Learners can give a well-structured outline of the rules and skills involved in a competitive sport
1.3 Outline personal qualities in relation to the chosen competitive sport	Learners can give a basic outline of the personal qualities in relation to the chosen competitive sport	Learners can clearly outline the personal qualities in relation to the chosen competitive sport	Learners can give a well-structured and realistic outline of the personal qualities in relation to the chosen competitive sport
2.1 Participate in an individual competitive sport	Learners can participate in an individual competitive sport	Learners can confidently and actively participate in an individual competitive sport	Learners can effectively participate in an individual competitive sport
2.2 Participate in a team competitive sport	Learners can participate in a team competitive sport	Learners can confidently and actively participate in a team competitive sport	Learners can effectively participate in a team competitive sport
2.3 Demonstrate the ability to work with others in competitive sports	Learners can demonstrate the ability to work with others in competitive sports	Learners can confidently demonstrate the ability to work with others in competitive sports	Learners can effectively demonstrate the ability to work with others in competitive sports
2.4 Review own participation in individual and team competitive sports	Learners can give a basic review of own participation in individual and team competitive sports	Learners can clearly and confidently review own participation in individual and team competitive sports	Learners can give a detailed review of own participation in individual and team competitive sports

Unit 08 Participate in an adventurous activity (D/505/9155)

Unit summary	In this unit, learners will learn about different types of adventurous activities. They will become familiar with the equipment and skills needed and how to ensure their personal safety while participating in activities.
Credit value	5
Guided learning hours	45
Level	1
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know about different adventurous activities

The learner can:

- 1.1 List different types of adventurous activities
- 1.2 Outline personal qualities that relate to taking part in adventurous activities
- 1.3 List safety issues for an adventurous activity
- 1.4 Describe safety guidelines for an adventurous activity

Learning outcome 2

The learner will:

- 2 Be able to participate in an adventurous activity

The learner can:

- 2.1 Identify equipment needed for the adventurous activity
- 2.2 Participate in an adventurous activity
- 2.3 Follow safety guidelines when undertaking the adventurous activity
- 2.4 Demonstrate the ability to work with others in an adventurous activity
- 2.5 Review own participation in the adventurous activity

Unit 08 Participate in an adventurous activity (D/505/9155) (cont'd)**Assessment Guidance**

1.2 The personal qualities can include: being responsible, prepared, motivated, respectful, persistent, fair, adaptable, seeking to improve.

1.3 The safety issues can include: potential and actual hazards, safe use of equipment, nominated first aider, nominated supervisor.

2.2 The activity could be trekking, water sports, climbing, caving, etc – as currently defined by the Adventure Activities Licensing Authority (AALA).

Centres arranging participation in adventurous activities covered by the Adventure Activities Licensing Regulations (2004) must ensure they meet the inspection and licensing requirements of the AALA. For further details, please refer to the AALA's website. These requirements may be subject to change.

Activities must be led by a qualified instructor.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 08 Participate in an adventurous activity (D/505/9155) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 List different types of adventurous activities	Learners can list a limited range of different types of adventurous activities	Learners can list a range of different types of adventurous activities	Learners can list a wide range of different types of adventurous activities
1.2 Outline personal qualities that relate to taking part in adventurous activities	Learners can give a basic outline of the personal qualities that relate to taking part in adventurous activities	Learners can clearly outline personal qualities that relate to taking part in adventurous activities	Learners can give a well-structured outline of the personal qualities that relate to taking part in adventurous activities
1.3 List safety issues for an adventurous activity	Learners can list a limited range of safety issues for an adventurous activity	Learners list a range of safety issues for an adventurous activity	No Distinction for this AC
1.4 Describe safety guidelines for an adventurous activity	Learners can give a basic description of safety guidelines for an adventurous activity	Learners can clearly describe safety guidelines for an adventurous activity	Learners can give a detailed description of safety guidelines for an adventurous activity
2.1 Identify equipment needed for the adventurous activity	Learners can identify a limited range of equipment needed for the adventurous activity	Learners can identify a range of equipment needed for the adventurous activity	No Distinction for this AC
2.2 Participate in an adventurous activity	Learners can participate in an adventurous activity	Learners can confidently and actively participate in an adventurous activity	Learners can effectively participate in an adventurous activity
2.3 Follow safety guidelines when undertaking the adventurous activity	Learners can follow safety guidelines when undertaking the adventurous activity	No Merit for this AC	No Distinction for this AC

Unit 08 Participate in an adventurous activity (D/505/9155) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Demonstrate the ability to work with others in an adventurous activity	Learners can demonstrate the ability to work with others in an adventurous activity	Learners can confidently demonstrate the ability to work with others in an adventurous activity	Learners can effectively demonstrate the ability to work with others in an adventurous activity
2.5 Review own participation in the adventurous activity	Learners can give a basic review of own participation in the adventurous activity	Learners can clearly and confidently review own participation in the adventurous activity	Learners can carry out a detailed review of own participation in the adventurous activity

Unit 09 Explore volunteering and volunteering opportunities (H/505/9271)

Unit summary	This unit aims to prepare learners to investigate the role of volunteers and the types of work that they undertake in different organisations. They will also consider the skills and qualities needed to work effectively as a volunteer and how to identify volunteering opportunities.
Credit value	3
Guided learning hours	25
Level	1
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

- 1 Know about volunteering opportunities

The learner can:

- 1.1 Outline what is meant by volunteering
- 1.2 Identify different types of organisations that use volunteers
- 1.3 Identify different types of events where volunteers are used
- 1.4 Identify the different roles and types of work that volunteers do

Learning outcome 2

The learner will:

- 2 Know the benefits of volunteering

The learner can:

- 2.1 List the benefits of volunteering to the individual
- 2.2 List the benefits to the organisation of using volunteers
- 2.3 Identify own goals for taking a volunteering role

Learning outcome 3

The learner will:

- 3 Know the skills and qualities needed for a volunteer role

The learner can:

- 3.1 List the skills and qualities needed to become a volunteer
- 3.2 List own skills and qualities that are relevant to the volunteering role
- 3.3 Describe ways to develop existing skills and qualities relevant to the volunteering role
- 3.4 Give examples of how volunteering can help develop skills for working life

Unit 09 Explore volunteering and volunteering opportunities (H/505/9271) (cont'd)**Learning outcome 4**

The learner will:

- 4 Know how to apply for a volunteering post

The learner can:

- 4.1 State where they could find information about becoming a volunteer
 4.2 Identify a suitable volunteering post in an organisation of their choice
 4.3 Describe how to apply for a volunteer role in their chosen organisation

Assessment Guidance

4.1 In stating where to find information about volunteering, learners could give generic examples such as Internet or other media or relate the information to specific volunteering organisations.

Evidence

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured. See Section 3 for further information on the types of evidence that can be presented within a learner's portfolio.

For some of the skills based criteria in this unit, observation and witness testimony would be the most appropriate form of evidence. The observation statement or testimony should be an objective account of what the learner has done and it must provide sufficient detail to confirm that the learner has met the assessment criteria.

If audio or visual recorded evidence is used, then you must refer to the information in Section 3 for guidance on clearly identifying individual learners.

Unit 09 Explore volunteering and volunteering opportunities (H/505/9271) – Grading descriptors

Assessment criteria	Pass	Merit	Distinction
1.1 Outline what is meant by volunteering	Learners can give a basic outline of what is meant by volunteering	Learners can clearly outline what is meant by volunteering	Learners can give a well-structured outline of what is meant by volunteering
1.2 Identify different types of organisations that use volunteers	Learners can identify a limited range of different types of organisations that use volunteers	Learners can identify a range of different types of organisations that use volunteers	Learners can identify a wide range of different types of organisations that use volunteers
1.3 Identify different types of events where volunteers are used	Learners can identify a limited range of different types of events where volunteers are used	Learners can identify a range of different types of events where volunteers are used	Learners can identify a wide range of events where volunteers are used
1.4 Identify the different roles and types of work that volunteers do	Learners can identify a limited range of different roles and types of work that volunteers do	Learners can identify a range of different roles and types of work that volunteers do	Learners can identify a wide range of different roles and types of work that volunteers do
2.1 List the benefits of volunteering to the individual	Learners can give a basic list of the benefits of volunteering to the individual	Learners can list a range of the benefits of volunteering to the individual	Learners can list a wide range of the benefits of volunteering to the individual
2.2 List the benefits to the organisation of using volunteers	Learners can give a basic list of the benefits to the organisation of using volunteers	Learners can list a range of the benefits to the organisation of using volunteers	Learners can list a wide range of the benefits to the organisation of using volunteers
2.3 Identify own goals for taking a volunteering role	Learners can identify own goals for taking a volunteering role	Learners can identify own goals for taking a volunteering role, giving reasons for choices	No Distinction for this AC

Unit 09 Explore volunteering and volunteering opportunities (H/505/9271) – Grading descriptors (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 List the skills and qualities needed to become a volunteer	Learners can give a basic list of the skills and qualities needed to become a volunteer	Learners can list a range of the skills and qualities needed to become a volunteer	Learners can list a wide range of the skills and qualities needed to become a volunteer
3.2 List own skills and qualities that are relevant to the volunteering role	Learners can give a basic list of their own skills and qualities that are relevant to the volunteering role	Learners can list a range of their own skills and qualities that are relevant to the volunteering role	Learners can list a wide range of their own skills and qualities that are relevant to the volunteering role
3.3 Describe ways to develop existing skills and qualities relevant to the volunteering role	Learners can give a basic description of ways to develop existing skills and qualities relevant to the volunteering role	Learners can give a clear description of ways to develop existing skills and qualities relevant to the volunteering role	Learners can give a detailed description of ways to develop existing skills and qualities relevant to the volunteering role
3.4 Give examples of how volunteering can help develop skills for working life	Learners can give a limited range of examples of how volunteering can help develop skills for working life	Learners can give a range of examples of how volunteering can help develop skills for working life	Learners can give a wide range of examples of how volunteering can help develop skills for working life
4.1 State where they could find information about becoming a volunteer	Learners can state where they could find information about becoming a volunteer	No Merit for this AC	No Distinction for this AC
4.2 Identify a suitable volunteering post in an organisation of their choice	Learners can identify a suitable volunteering post in an organisation of their choice	Learners can identify a suitable volunteering post in an organisation of their choice, giving reasons for their selection	No Distinction for this AC
4.3 Describe how to apply for a volunteer role within their chosen organisation	Learners can give a basic description of how to apply for a volunteer role within their chosen organisation	Learners can give a clear description of how to apply for a volunteer role within their chosen organisation	Learners can give a detailed description of how to apply for a volunteer role within their chosen organisation

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English	All units
Mathematics	Units 02, 04, 06
ICT	All units
PLTS Independent Enquirers	Units 01–05, 09
PLTS Creative Thinkers	Units 02, 04, 06
PLTS Reflective Learners	Units 01–04, 07, 08
PLTS Team Workers	Units 03, 06–08
PLTS Self-managers	Units 03, 04, 09
PLTS Effective Participators	Units 03, 04, 07, 08

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 1 Diploma for Entry to the Uniformed Services is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

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

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

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Leonard Kalymniou (brown hair, back row 5th from left)

Caterina Petracci (black hair, back row 3rd from left)

Luke Falconer (blonde hair, front row 3rd from right)

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

Late submissions

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

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

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

Submitting unit grades

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

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

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

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

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

Why would the unit grades be rejected by an External Quality Assurer?

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

Quality assurance

Internal quality assurance

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

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

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

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

External quality assurance (CACHE and NCFE graded qualifications)

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

Section 4

Grading information

Grading information

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

Due to the nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all graded units are weighted equally.

Grading internally assessed units

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

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

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

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

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

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates learners' exceptional knowledge, understanding and skill at Level 1.

Learners are required to successfully achieve 5 mandatory units and 2 optional units. This equates to 7 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit assessment grades							Final qualification grade
P	P	P	P	P	P	P	P
M	M	M	M	M	M	M	M
D	D	D	D	D	D	D	D*
P	P	P	P	P	P	M	P
P	P	P	P	P	P	D	P
P	P	P	P	P	M	M	P
P	P	P	P	P	M	D	P
P	P	P	P	P	D	D	P
P	P	P	P	M	M	M	P
P	P	P	P	M	M	D	P
P	P	P	P	M	D	D	M
P	P	P	P	D	D	D	M
P	P	P	M	M	M	M	M
P	P	P	M	M	M	D	M
P	P	P	M	M	D	D	M
P	P	P	M	D	D	D	M
P	P	P	D	D	D	D	M
P	P	M	M	M	M	M	M
P	P	M	M	M	M	D	M
P	P	M	M	M	D	D	M
P	P	M	M	M	D	D	M
P	P	M	M	D	D	D	M
P	P	M	D	D	D	D	M
P	P	D	D	D	D	D	M
P	M	M	M	M	M	M	M
P	M	M	M	M	M	D	M
P	M	M	M	M	D	D	M
P	M	M	M	D	D	D	M
P	M	M	D	D	D	D	M
P	M	D	D	D	D	D	D
P	D	D	D	D	D	D	D
M	M	M	M	M	M	D	M
M	M	M	M	M	D	D	M
M	M	M	M	D	D	D	M
M	M	M	D	D	D	D	D
M	M	D	D	D	D	D	D
M	D	D	D	D	D	D	D

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

Not Yet Achieved
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisation and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

Overall qualification grading descriptors (cont'd)

Distinction
To achieve a Distinction grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials, showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
Distinction*
The learner will have achieved a Distinction grade for all units of the qualification, demonstrating consistent work at the level of the qualification.

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

Section 5

Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 qualifications and may not all appear in this Qualification Specification.

Pass	
Basic	Simple, not detailed
Limited range	More than one (learner shows no originality in selection)
Merit	
Actively	In an involved manner
Clear understanding	Complete grasp of the meaning
Clearly	Logically and without possibility of misunderstanding
Confidently	With certainty in own ability
Consistent	Done in the same way repeatedly
Give reasons for	Provide information to show why
Range of	More than one (learner may show some originality in selection)
Suitable	Of the right type or quality for a particular purpose
Distinction	
Compare	Examine two or more things in order to discover similarities or differences between them
Detailed	Thorough and in-depth
Effectively	In a manner which achieves a satisfactory solution
Fluently	Smoothly flowing and without apparent effort
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context
Well structured	Demonstrating a good level of planning and organisation
Wide range	Many more than one (learner shows originality in selection)
Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Show skills or understanding
Range of	A variety, an assortment
Reflect	Review and evaluate
Relate	Link or establish connections
Sufficient	Adequate for the purpose – enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 6

General information

General information

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

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

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

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Version 6.7 November 2022

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